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ATHLETIC JOURNAL

VOL. XXXIII No. 5 January, 1953

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THE JAVELIN THROW

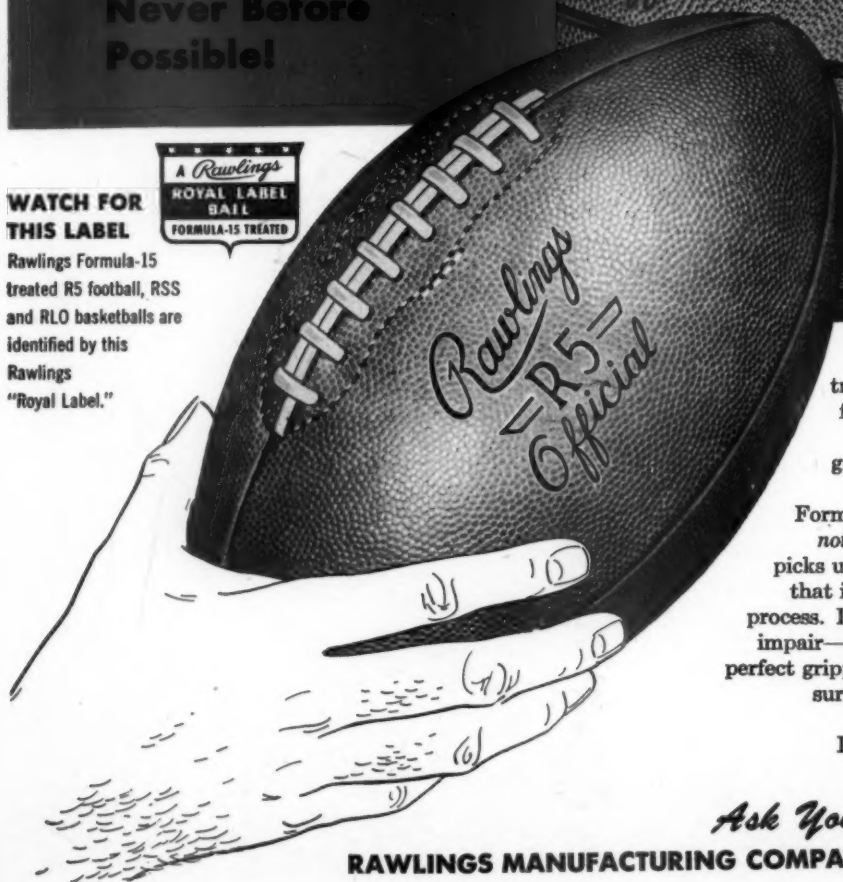
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Number 5

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FRONT COVER ILLUSTRATION

America's only Olympic javelin throw winner, Cy Young, is pictured when he was an undergraduate at UCLA. His throwing form along with that of his two teammates is analyzed on pages 6 and 7.

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Reduces and prevents injuries, relieves nervous tension, loosens taut muscles, helps prevent muscular atrophy after injury

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RALPH KINER demonstrates how he uses his Portable Niagara Massage Set to loosen taut muscles and ease pre-game tension.



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A surprisingly large number of coaches have successfully coached sports in which they never participated. An illustration of this is Jack Nagle, assistant basketball coach at Marquette, who took over the cross country team when "Bus" Shimek was taken ill, and guided it to the Central Collegiate title a year ago . . . Bob Savage of East High School in Des Moines, Iowa, has compiled an enviable record. His teams won the city football title four years in succession. In the last 28 games his team has lost only 3 games . . . Terry Brennan, Notre Dame star of the late 40's, likewise has an outstanding record, having coached his Mount Carmel team to three successive Chicago high school championships. Only one other school has managed to win three titles, but not successively . . . Few, if any athletic plants in the country, can boast a gymnasium comparable to the new \$12,000,000 Memorial Gymnasium at Phillips Andover Academy. Probably its most unusual feature is the use of separate-swimming and diving areas. The pool has an underwater observation post with a public address system. There are four regulation basketball courts, five squash courts, a wrestling room, exercise room, and air conditioned locker rooms in the mammoth structure. The equipment room is complete, with a drill press set up to remove and replace football cleats.

One of the busiest coaches in the field is Bob Harvey of DePauw. Besides being head basketball coach, he is track coach, cross country coach, and coach of the reserves in football . . . Harvey left his post as athletic director at Franklin College to replace Jay McCreary when McCreary returned to high school coaching. McCreary's team won the 1952 Indiana basketball championship . . . Bill Bowerman, popular end and track coach at Oregon University, possesses one of the best high school coaching records ever compiled in that state. In seven years his football teams at Medford won 64, lost but 8, and had 3 ties. The

record included 3 state championships and 3 undefeated seasons. In track, his teams won 7 out of 8 Hayward Relays and 3 state titles . . . Westcott Moulton, a frequent contributor to these pages on his favorite sport of hockey, has relinquished the hockey post at Brown to become dean of the University . . . Don Whiston succeeds Moulton as hockey coach . . . Through the years, Yale has played 74 different schools or clubs in football and holds an edge over all but four schools, these being Georgia, Vanderbilt, Boston College, and Iowa. Among the victims is Wesleyan who played Yale 45 times and managed to accumulate the grand total of 12 points. Against this figure Yale has 1979 points. The overall totals are equally astounding — Yale 15,346, opponents 3,491 . . . Not as overwhelming, but equally outstanding, is Illinois' record of holding an advantage in basketball over all of the members of the Western Conference. Winning conference championships is nothing new for Harry Combes, for his high school record at Champaign, Ill., High School, shows an amazing 254 games won, with 46 lost, for a neat percentage of 847. Couple that to his 94 and 26 record, with a 783 percentage at Illinois, and you have one of the top coaching records of all time.

The growing popularity of glass backboards is clearly shown by the number of states that are using them for their tournaments. Iowa and Kansas have purchased the new fan-shaped banks for their state tournaments . . . Vermont is establishing a full-time state association office . . . Rhode Island, with only 33 member schools in its association, may have the smallest number of schools, but it probably has the largest average enrollment with better than 650 per school . . . Ever since the war, the basketball championship of the Skyline Eight Conference, and its predecessor, the Skyline Six, has been won by either Brigham Young and Wyoming. What is more, the years that Wyoming did not win, the Cowboys finished second.

THE ATHLETIC JOURNAL

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CY YOUNG

ANY critical analysis of our 1952 U. S. Olympic javelin team must be preceded by a few general comments. First, it should be pointed out that the Scandinavians have long

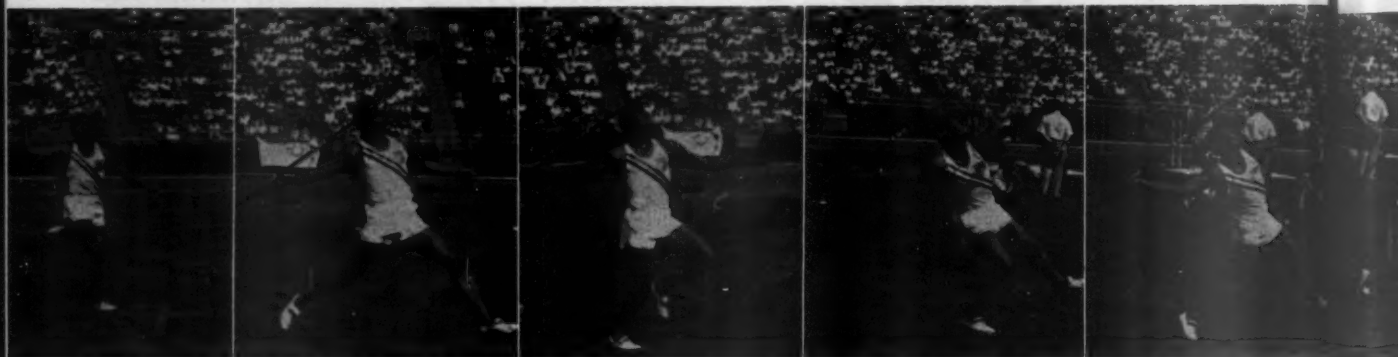
Form Analysis of Our Olympic Javelin Throwers

By C. D. WERNER

Track Coach, Pennsylvania State College



BILL MILLER



dominated this event and that American throwers have never won it. At Helsinki, Cy Young won the Olympic championship with a throw of 242 feet, $\frac{3}{4}$ inches, Bill Miller was second with 237 feet, $8\frac{3}{4}$ inches, and Bud Held was ninth with 224 feet, $5\frac{3}{4}$ inches.



BUD HELD

It was necessary to throw over 209 feet, $11\frac{3}{4}$ inches to get into the finals. All three of our throwers achieved this distance on their first attempts. Later, just before the finals, Cy Young asked what we thought of his plan to try and get his first throw out around 240 to 250 feet. Naturally, we approved. We mention this because we are firmly convinced that Young's first throw, which was over 240 feet, caused a general tightening up among

the rest of the field which may have been a favorable factor. We did know all along that several of the foreign throwers were very capable of defeating us. In fact, we believe it is safe to say that our first and second places came because of an upset.

Many people are not aware of the fact that Bud Held had trouble with his footing at Helsinki and did not have a good day. Proof of his ability came in a post-Olympic meet at Tam-





pere, Finland, where a quarter of an inch foul erased a throw of over 254 feet. We know because we saw it.

We would like to say a few words about the individual natural physical attributes of our javelin throwers. Young is big and throws with a great deal of back and shoulder strength. Miller is shorter, has speed, very good timing, and a fast arm. Held, on the other hand, is tall and willowy, with a long arm, which seems to produce

CHARLES "CHIC" WERNER, long-time track coach at Penn State, was one of the assistant Olympic track coaches this past summer at Helsinki. Working with the three javelin throwers, he is eminently qualified to analyze their form.

placing American javelin standards on a par with those of the best in the

javelin being gripped snugly and running diagonally down the palm of his right hand. The palm of his right hand faces up and should remain this way throughout the run and into the throwing stance.

Cy Young carries the javelin in a relaxed manner over his right shoulder. His throwing arm is extended backward as his right leg starts forward into the step before the cross-over. Young's right shoulder is turn-



a whip-like throw. All three men have developed their form so they get as much help from their back muscles as is possible.

Young, Miller, and Held have been three very diligent students of javelin throwing. They are well-informed, and speak with a knowledge of technique and its application to the individual characteristics of their event. Their mastery of form and methods of performing have resulted in at last

world.

These boys have many similarities in form as well as quite a few differences. Surprisingly enough, in their efforts to get the best distance, all three have ended up using the "front cross-over" or "running throw" form (Finnish style).

Young

Illustration 1 of Young shows the

ed backward in the run until both shoulders are lined up with the direction of the throw (before he arrives at the throwing stance position).

Illustration 5 (getting into the throwing stance) shows Young's right foot pointed slightly forward in position to start the drive. His body is still parallel to the direction of the throw and his hips are slightly open or turned toward the left.

(Continued on page 34)



LAST January, the *Athletic Journal* ran a very comprehensive survey of track and field facilities. Basically, the University of Southern California agrees with the consensus of coaches as reported in the survey. The major differences are in the Palco Wool used in the construction, the additional lane for curve and straightaway, and the slope of the track to the inside. Copies of the survey may be secured free of charge from the the Athletic Institute, 209 South State Street, Chicago 4, Illinois.

THE new running track which was completed in December, 1951 at the University of Southern California has proven to be very satisfactory. From June 15 to June 25 last summer many of the track men, who later represented the United States in the Olympic Games, worked out on our track and liked the surface very much.

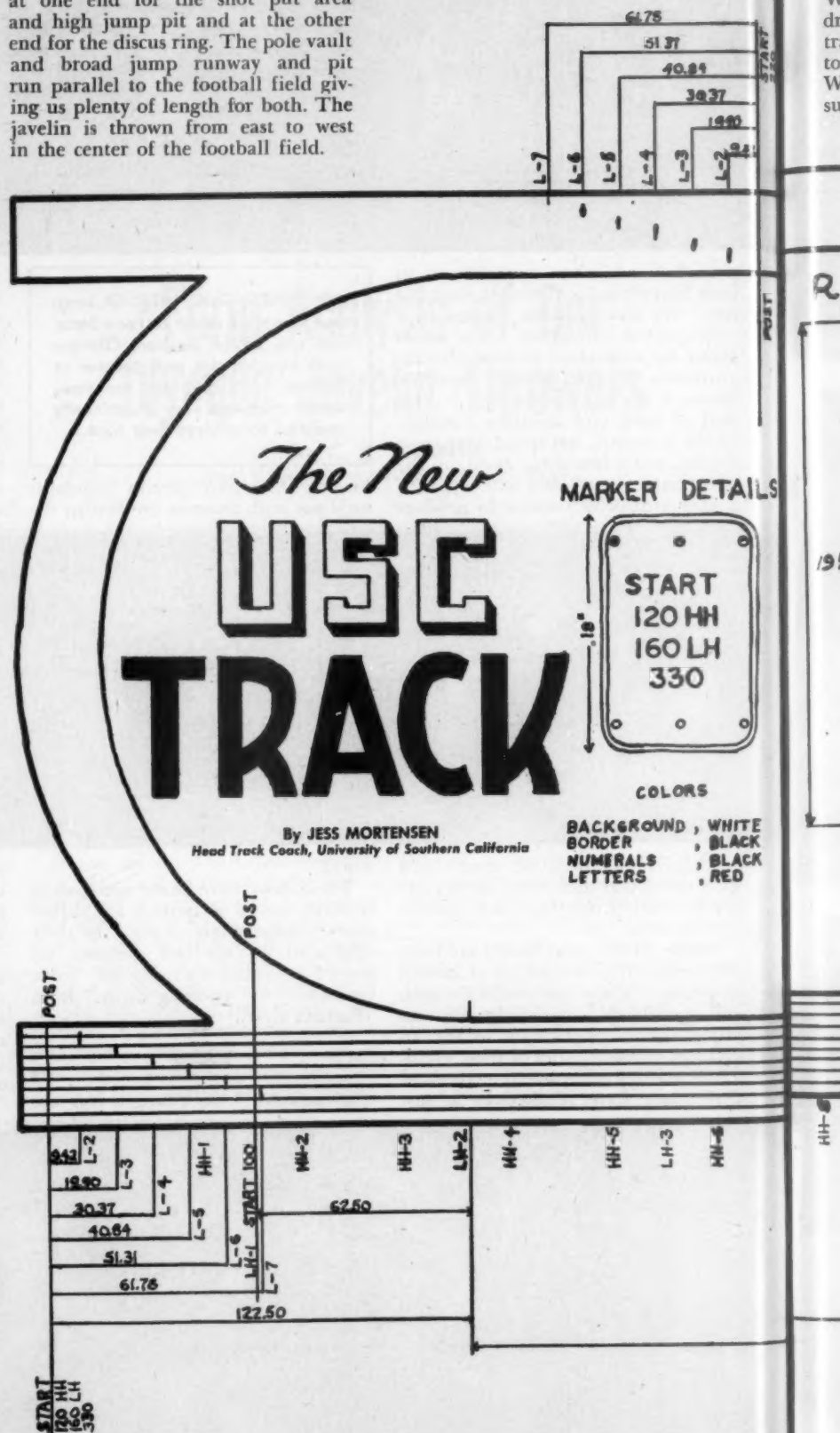
Many of the coaches who were in Los Angeles with their men expressed interest in the composition of the track and also in the sprinkling system that we use. We hope this article will give them the information they desire.

The track had a real test for drainage when Los Angeles had more rain during February and March of 1952 than it had for many years. We are happy to say that the boys were able to work out on the track every day. In fact, a track of this type is faster when it is wet than when it is dry.

Because of the restricted area where the track was built we were able to have only a 180 yard straightaway but found that for a practice track it worked out satisfactorily. However, a space was left along one side where bleachers can be constructed that will seat 500 spectators if we want to hold meets.

JESS MORTENSEN earned eight letters in football, basketball, and track at U.S.C. from 1927 to 1930. After graduation he coached these three sports for 12 years at Riverside Junior College. After serving in the navy athletic program, Mortensen returned to Riverside for two years. During 1947 and 1948 he was head track and freshman football coach at Denver University. In 1949 he was head track coach at West Point, and when Jess Hill was made football coach at U.S.C., Jess Mortensen was selected his successor as track coach.

There is a practice football field in the enclosure which leaves space at one end for the shot put area and high jump pit and at the other end for the discus ring. The pole vault and broad jump runway and pit run parallel to the football field giving us plenty of length for both. The javelin is thrown from east to west in the center of the football field.



By laying samples of the composition of the track it was found that water would not go through the Palco Wool. Therefore, contrary to the drawing of the cross section of the track, there is a space of 6 inches next to the inner curb where no Palco Wool was used and crushed rock was substituted to allow better drainage.

It might be well to state here that

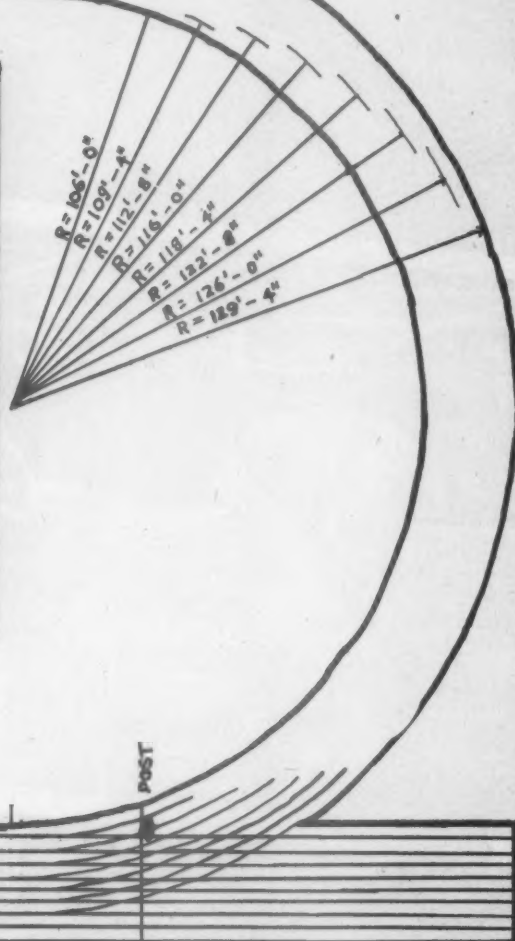
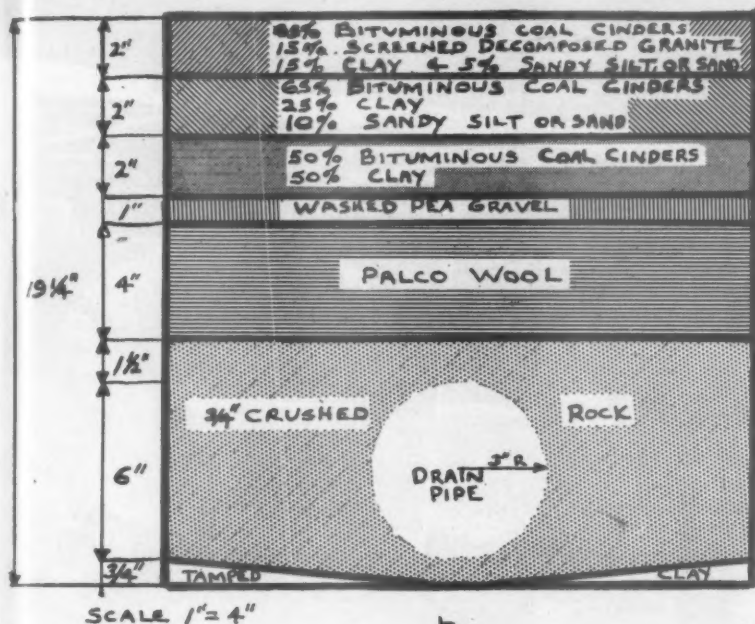
Palco Wool is actually ground up redwood bark that is laid on a surface about 8 inches thick and when rolled it presses down to 4 inches. It has been proven that Palco Wool will not decay. It gives the track a good spring and eliminates trouble with shin splints. No men had trouble with their legs due to a hard running surface.

As is shown in the cross section of the track, there is 8 1/4 inches of 3/4 inch crushed rock with a 3 inch drain pipe, 4 inches of Palco Wool, 1 inch of washed pea gravel, 2 inches of a mixture of 50 per cent bituminous coal cinders and 50 per cent clay, 2 inches of a mixture of 65 per cent bituminous coal cinders and 35 per cent clay, 1 1/2 inches of screened decomposed granite, 1 1/2 inches of clay and 5 per cent sandy silt or sand.

(Continued on page 51)

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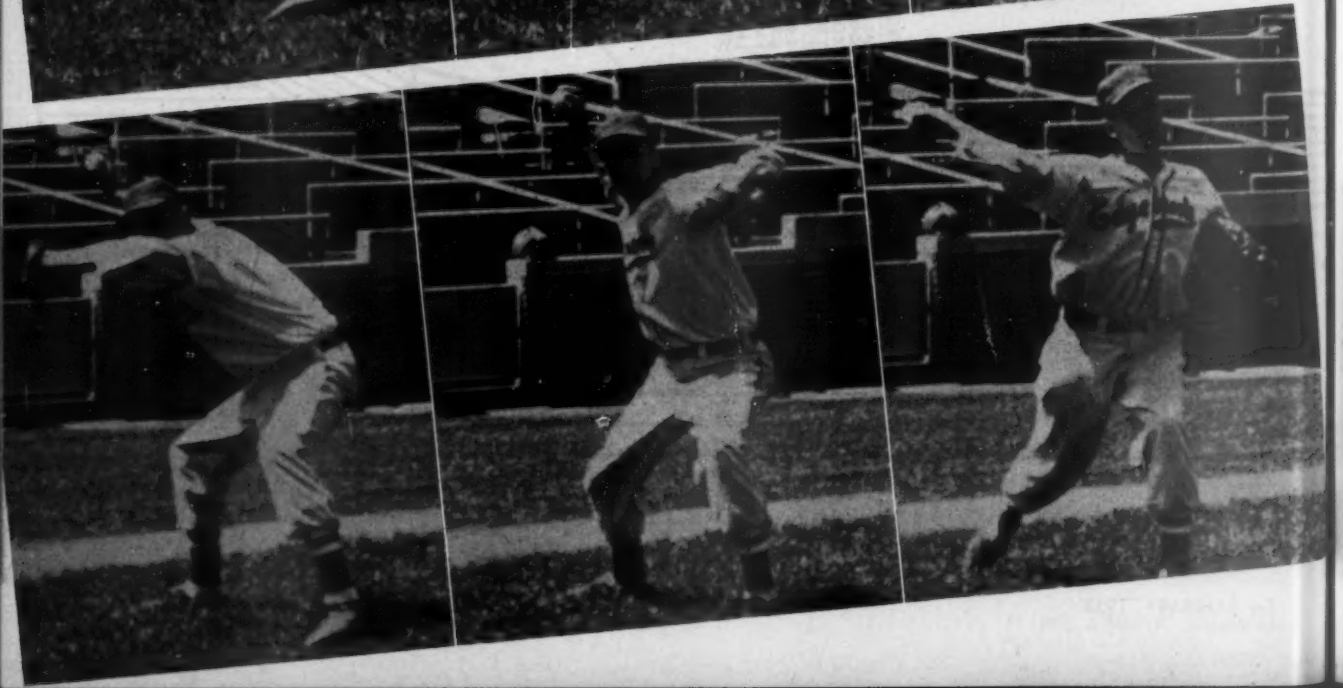
RUNNING TRACK COMPOSITION



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Infield Defense

By JAMES SMILGOFF

Baseball Coach, Taft High School, Chicago, Illinois

A STRONG defensive team knows what to do in each situation as it arises during the course of a game. Since any infield is as strong as each individual in that infield, it becomes necessary for each player to practice against the challenging situations which are apt to arise. In practicing defensive infield play, the pitcher should be included. He should be trained to start toward first base and should be ready to cover that base on every ball hit to his left. He should practice starting toward first base until it becomes automatic.

The pitcher should also be trained to back up an infielder when an opponent is caught in a run-down between bases. For example, should he pick a runner off first base, the pitcher should start for that base to back up the first baseman in case the baserunner decides to get in a run-down

between first and second. The short-stop would back up the second baseman in this situation. When a runner is caught between second and third base the pitcher backs up the third baseman. If a runner is caught in a run-down between third base and home, the pitcher backs up the catcher. The pitcher must move immediately into position if he is to get to his post soon enough to be effective in the run-down. Indecision and ignorance oftentimes prove fatal.

In order to be a strong defensive player the pitcher must practice fielding bunts both to his left and to his right. In fielding a bunt down the third base line, a right-handed pitcher should learn to field the ball and throw off his right foot without double stepping toward first base (Sequence A).

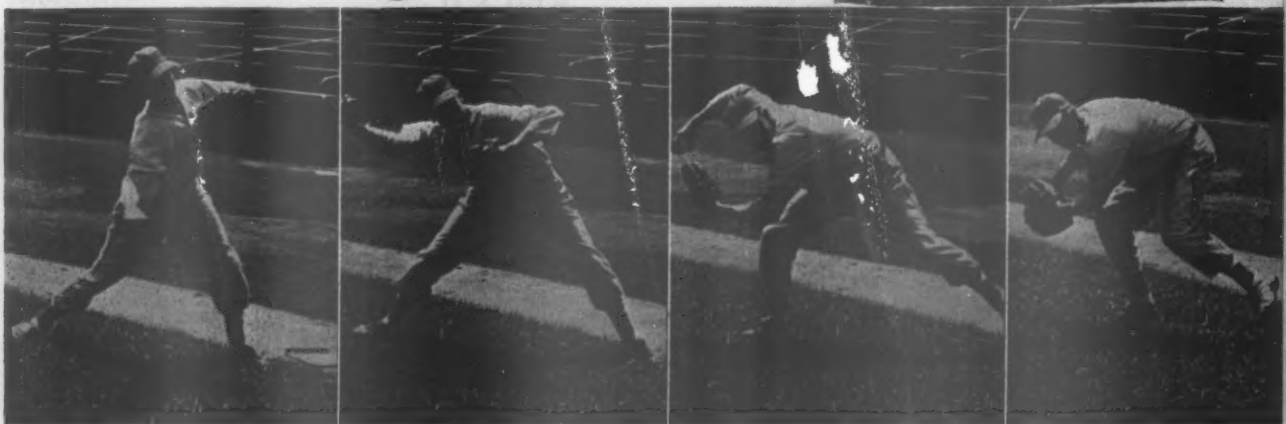
The pitcher should also work on



SERIES A Facing page



SERIES B This page





fielding a fast bouncing ball and whirling to throw to second base to start a double play. Another important play to work on is that of fielding a bunt along the third base line and throwing to that base for a force play, with runners on first and second base and none out (Sequence B). Finally, the pitcher must be alert to back up his infield teammates on throws from the outfielders.

In addition to learning how to receive all types of thrown balls, and how to shift on each throw, the first baseman must also be able to meet offensive challenges. He must break in fast toward the hitter on an attempted sacrifice bunt, and he must

handle the ball quickly and cleanly in order to make a force play at second base if it is at all possible. A good first baseman plays in close and learns to sneak in on a prospective bunter when there are runners on first and second base and none out. In this way it is possible to make a force play at third base. While holding a runner on first base, a good first baseman practices making the double play to second base and back to first on a ground ball. First basemen should always practice throwing across the

diamond from first base to third base in order to be ready to make a play at that base should the occasion demand it.

A first baseman should team up and practice with his pitcher on dropping back behind a base-runner on first base when his team is ahead in the score near the end of the game. He must also learn to be a cut-off man on all extra base hits, and on singles to right field with a runner on second base.

A good defensive second baseman must be able to do more than just field ground and fly balls. He must learn to cover first base, or back up the first baseman on all bunts (Sequence C). This must be practiced until it becomes routine. The second baseman must also learn to handle the push or drag bunt. He must be a good relay man on extra base hits. He must be able to break up the double steal with runners on first and third when he acts as a cut-off man. The second baseman must practice continuously on his footwork around second base in making the double play. He must team up with the shortstop through a continuous exchange of information with that player during the course of the game.

The shortstop in a good defensive infield is a "take charge" player. He is an aggressively defensive individual

SERIES C Above



SERIES D





who wants to handle the ball in order to create one more out against the offense. A good shortstop knows how to handle all types of ground balls and fly balls. He holds a base-runner close to second base in order to be able to force that runner at third base on a sacrifice bunt. The shortstop learns to be a cut-off man between second and third base on all singles to right field, with a runner on first base. He practices to become a good relay man on all extra base hits to left field and center field. On double plays, the shortstop practices his footwork, and learns to avoid an incoming base-runner to second base. He also practices with his catcher on breaking up a double steal with runners on first base and third base. Finally, the shortstop must team up with his second baseman in order to avoid any confusion regardless of the type of play that arises.

A good defensive third baseman knows how to creep in to discourage the bunters from bunting and throw them out at first base if they do bunt. He moves around and plays accordingly on each pitch. In short, the third baseman does not play third base "on a dime" as the saying goes. The alert defensive third baseman teams up with his pitcher on all bunts. He practices with his pitcher in team-

ing up to force a runner at third base on a bunt when there are runners on first and second base and nobody out. The third baseman teams up with his catcher on pop flies. He acts as a cut-off man whenever necessary on singles to left field. He strives for perfection in handling slow hit balls and bunts on the run, and throwing

JIM SMILGOFF lives baseball nine months of the year, and the other three turns to football. During the school year he coaches his Taft team, always a strong contender in Chicago high school baseball, lectures, and writes on his favorite sport. During the summer he travels around the Midwest conducting baseball schools for the Chicago Cubs.



to handle every pitch well. A good defensive catcher starts out for a bunt down the third base side and continues on to cover third base as the third baseman fields the bunt when there is a runner on first base only (Sequence D). Good receivers practice daily on pop fouls. Defensive receivers, who are good, throw well because they practice throwing as a defensive maneuver. They back up first base when necessary, and also line up with throws from the second baseman and shortstop to the pitcher. They know how to tag runners out at the plate, and also how to tag home plate and throw to first base on the home to first double play.

(Continued on page 45)



Sideline Pass Variations

By BEN NEFF

Basketball Coach, Lowell High School, San Francisco, California

THERE are four basic plays in basketball. All players are taught these plays in three-man systems, and the correct fundamentals of offense and defense are taught with the plays. Special drills to teach players, with the exception of drills in technique for beginners, are a waste of time. In the five-man system at least two players and sometimes three or four merely decoy. In the three-man system the decoy action is eliminated. The player meets the play situation oftener. There is a direct carry-over action from the three-man system to the five-man system. At least three men must be in a system or the pass-off or continuity pass could not be effected. Once players learn the basic plays it is easy to teach a great deal of variation.

Basketball teams score by using the following four basic plays. Scoring is accomplished by system or free play; these basic plays do not change. Number 1 is the fake or the one-against-one play. Number 2 is the cut, the cut-over or the cut behind the guard. Number 3 is the pivot play where one or more outside players cut over a pivot man. Number 4 is the pick-off screen where a player cuts or dribbles over a player in a set position. In this play the screening player cuts for a possible return pass when the cutter or dribbler gets even with him. The screener never blocks; he merely holds his position and then cuts when the cut-over man gets even with him.

We have a strong prejudice against blackboard talks, and believe them to be a great waste of time. Erased chalk lines confuse continuity and variation of action. Rather, the players are grouped with the coach on the playing floor and the action of the play is described by the movement of five pen-

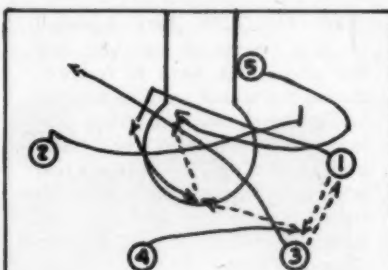
BEN NEFF started coaching Lowell High School teams in the fall of 1925. Since then Lowell has won more San Francisco Unlimited basketball titles than any other school. Numerous Lowell graduates have gone on to star in collegiate and professional ball. Two of Neff's prize players were Bob Feerick, now coaching Santa Clara, and Howard Dallmar, coach at Pennsylvania.

nies. Then the boys are drilled immediately in the play. We drill the continuity and fake the scoring pass. When one group learns the pattern,

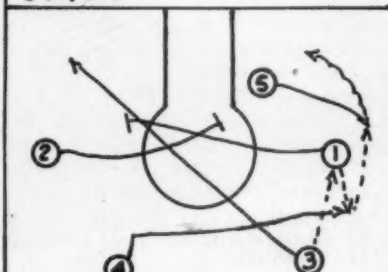
they defense for the next group and direct them in the correct movement. At first, the defensive is passive. When the team is well-drilled, the defense plays aggressively.

The first play to be described is called the sideline pass. It is the sentimental play of Lowell High School. This play was created over twenty years ago, and it took competing teams at least five years to check it successfully. It is still effective when it is used with other moves and variations. The sideline pass involves part of our basic play philosophy or theory. All play or combination play patterns require two essentials; one is as important as the other. These essentials are the scoring play or plays, and the pass-off or continuity pass. The continuity should always be taught first, and then the boys should learn to fake the scoring pass and the pass-off. The pass-off pass always starts the basic play again, or in some cases a combination play.

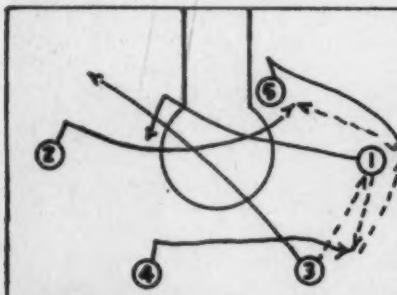
In the sideline pass play, Diagram 1, O3 passes to O1 and cuts to the diagonal corner. When O1 receives the pass, O4 fakes to cut in, then cuts over to O3's original position, and receives a pass from O1. After passing to O4, O1 runs fast to the key and stops. When O4 receives a pass, O5 cuts to the sideline for a pass from O4. When O5 receives the pass, O2 fakes to cut behind his guard and cuts over O1 at the key. O5 may pass to O2 for the scoring situation or he may pass off to O4 who holds for the pass-off or continuity pass. On the continuity pass to O4, the play starts over, with O3 cutting to the original O4 position. O1 and O2 change sides, and O5 cuts back to his original position. When a guard passes to a forward he cuts to the diagonal corner;



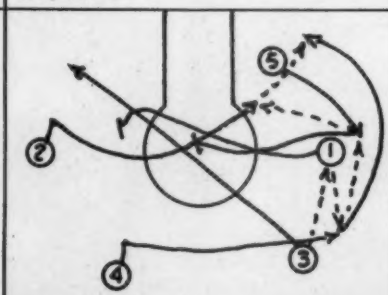
DIAG. 2



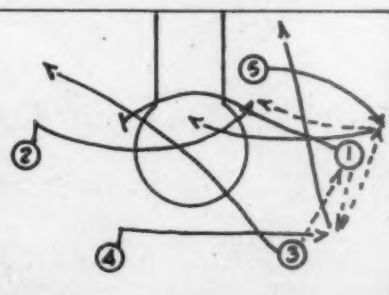
DIAG. 3



DIAG. 1



DIAG. 4



DIAG. 5



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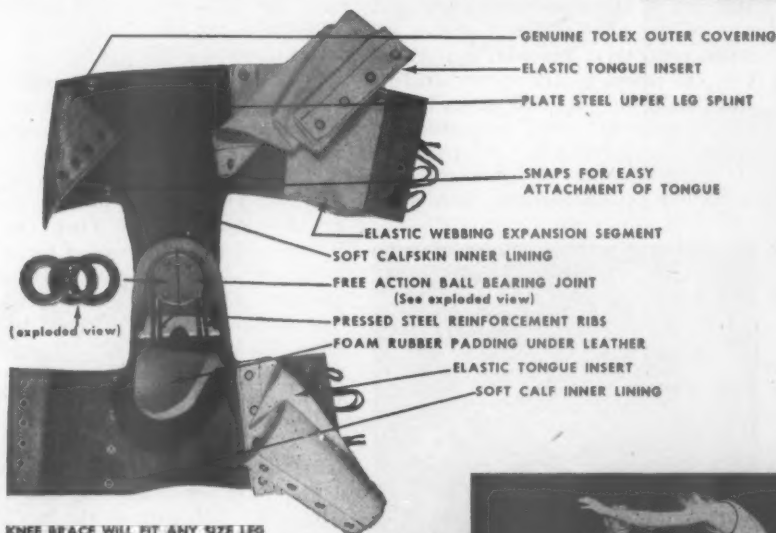
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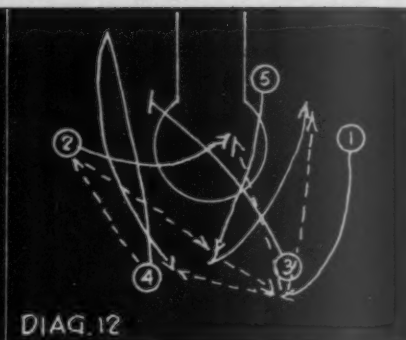
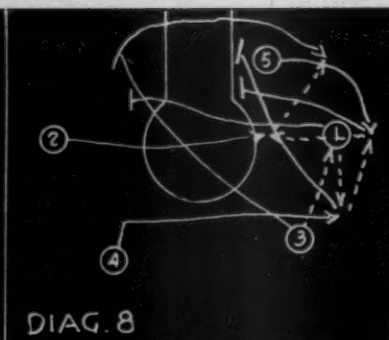
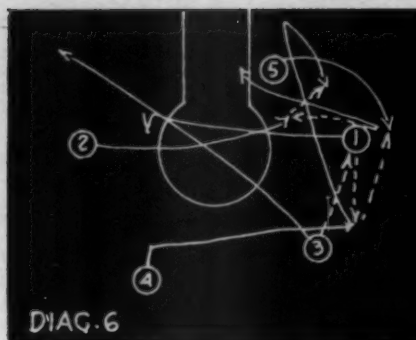
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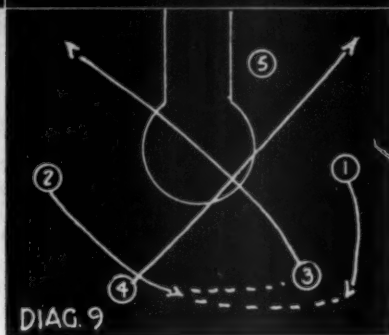
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when a guard passes to the center he holds his position for the continuity pass.

Diagram 2 shows the floor shot variation which was developed to counter sinking and switching of the men guarding O1 and O2. O3 passes to O1 and cuts to the diagonal corner. O4 cuts to the original position of O3 and receives a pass from O1. After the pass, O1 cuts fast to the key and stops. When O4 receives the pass, O5 cuts to the sideline. O4 fakes a pass to O5. When O1 gets to the key, O2 fakes behind his guard, O1 cuts over and screens for O5. The moment O2 cuts over O1, O1 cuts out to the edge of the circle for a pass from O4. O1 may shoot or pass to O5, cutting over O2, after O1 receives the ball. O1 may make the continuity pass to O3 at the original O2 position. If O3 receives the pass-off pass, he dribbles out to the original O4 position. O5 is in his original position, and the forwards and guards have changed sides.

The center fake play is shown in Diagram 3. O3 passes to O1 and cuts to the diagonal corner. O4 cuts to the original O3 position to receive the pass from O1. After passing, O1 cuts fast to the key. Then O4 passes to O5 at the sideline. O5 fakes and tries to dribble by his guard. If O5 is forced to stop his dribble, O2 cuts over O1. If the ball is passed out to O4 for the continuity pass, the play starts over.



In the guard around play, which is shown in Diagram 4, O3 passes to O1 and cuts to the diagonal corner. O4 cuts to the original O3 position for a pass from O1. Then O1 cuts to the key, O4 passes to O5 at the sideline and delays the cut. O5 passes to O2, cutting over O1. O5 cuts over O2, and O4 cuts over O5. O2 passes to O4 if he is open. A continuity pass is made to O3, cutting out, if O2 drib-

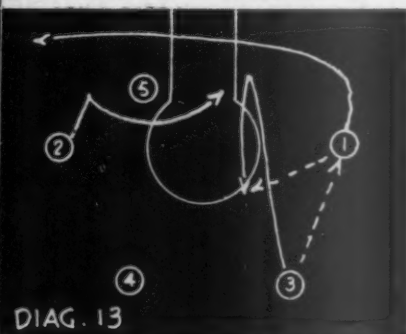
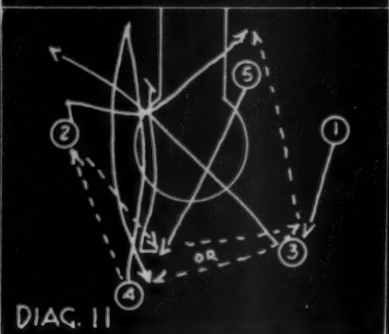
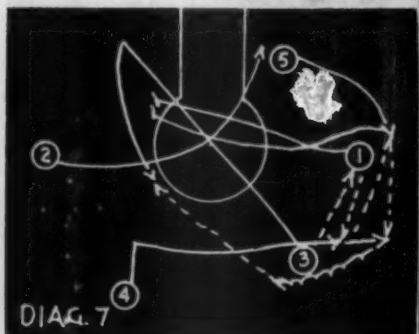
bles to the sideline. O5 goes to his original position, and by this time the guards and forwards have changed sides.

When the defensive player of the guards sinks to jam the middle, the offensive guard sinks him to the end line and the forwards and center go for the medium shot (Diagram 5). O3 passes to O1 and cuts to the diagonal corner. O1 passes to O4, cutting to the original O3 position. Then O1 cuts to the key. O4 passes to O5 at the sideline and cuts in to the base line. Then O2 cuts over O1 to receive a pass from O5. O5 cuts over O2. If either O2 or O5 dribble to the sideline, they pass off to the guard on that side for the pass-off pass. The guards dribble out to the guard positions, the forwards to the forward positions, and the center to his original position.

The cut back play is shown in Diagram 6. O3 passes to O1 and cuts to the diagonal corner. Then O4 cuts to the original O3 position for a pass from O1. After the pass, O1 cuts to the key. O4 passes to O5, cutting to the sideline, and cuts under the basket. O5 passes to O2, cutting over O1. O5 cuts in over O4, and O4 cuts back for a pass from O2 and shoots.

Diagram 7 shows the guard gate play. O3 passes to O1 and cuts to the diagonal corner. Then O4 cuts to the original O3 position to receive a pass from O1. O1 cuts to the key. O4

(Continued on page 47)



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Founder

JOHN L. GRIFFITH
Publisher

Preparing for the Future

IN THE past we have, as a people, referred to the 1920's as the Golden Era of Sports. During that decade, the great stadia were built, boxing had its first million dollar gate, baseball became truly the "Great American Pastime" and, in general, all the sports flourished.

We are now entering upon a period which could in all probability make the decade of 1960 to 1970 the greatest ever from the viewpoint of sports. At the present time the elementary schools are breaking enrollment records with each succeeding year. Secondary school enrollments are down at the present time but are coming back slowly from the low point reached when the smaller number of children born during the depression years reached high school age.

Educators and administrators are preparing for the record secondary school enrollments soon to come. It is here that we in the field of athletics can lay the groundwork for the decade of 1960 mentioned above. We in athletics will have the opportunity to teach the value of athletics and physical education to a vast number of youth. How well we indoctrinate these students in the value of athletics, and how well we teach them the athletic skills depends upon how well prepared we are for their arrival into the secondary schools.

The preparation must be made along four avenues of approach. First, we must evaluate our programs with the realization that our athletic squads and classes will be larger in the future.

Secondly, we should make plans for expanding the personnel in the athletic and physical education departments.

In the third place, we must survey our facilities.

Is the area for play fields sufficient? Is the area properly seeded? Are the locker and shower rooms adequate? These are but a few of the questions which should be answered. If the area is insufficient, the procurement of land and preparation of the land should be undertaken immediately. Plans should be formulated for enlargement and modernization of indoor facilities if they are felt to be inadequate.

Finally, a rather careful survey of equipment should be made and a long-time purchase plan should be inaugurated. For example, if enrollment figures in the primary grades indicate, let us say, a 10 per cent increase in secondary school enrollments then plans should be made for the additional items of equipment necessary for the increased enrollments. Rather than applying the expenditures all on one budget, the purchases should be spread over the next few years.

Business men plan for peaks and depressions insofar as they are able. They do not, however, have the long advance warning that is available to school administrators merely through a study of birth statistics.

If we in the field of athletics and physical education are ready for the indoctrination of the youth of the country into our sports philosophy we can make this the most sports-minded nation in the world. We must be ready to greet these young boys and girls with well-organized programs, trained personnel, and sufficient and suitable equipment and facilities. Now is the time to start along this road.

Pictures in Coaching

ONE of the pleasures of our work is to read the many nice letters our readers write to us. Apparently our use of pictures has pleased our readers because we have received more favorable comments on this phase of the "Journal" than for any other single item.

We have always believed in the use of pictures and visual aids, as it were, in coaching. The problem was to find a camera which would take the pictures clearly and fast enough to permit good reproduction when they appeared on the printed page.

We refer to the pictures as "Athletic Journal Photos," which means more than that they were taken by us. The camera with which the pictures are taken is unique in that there have been so many changes and additions to the basic camera that it resembles the original camera in name only. With all of the improvements, we have been able to stop all motion in sports except the whip of a golf club shaft.

Satisfied with the camera, our next problem was how to utilize the pictures. In order to know what

(Continued on page 55)

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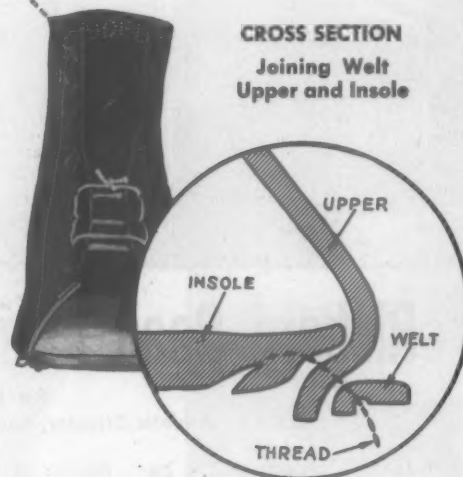
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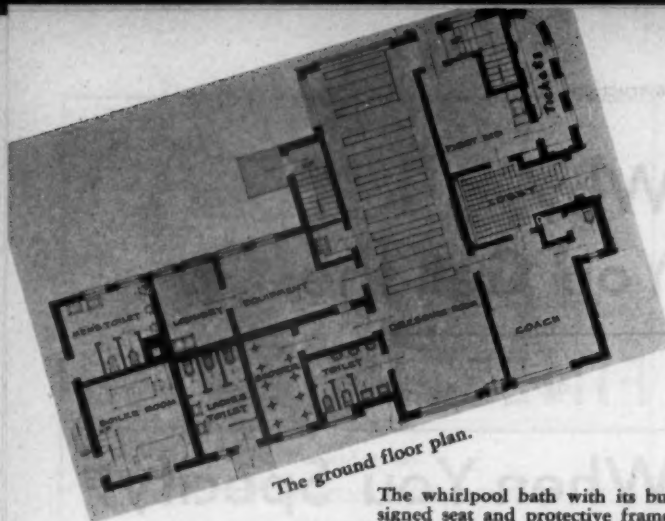
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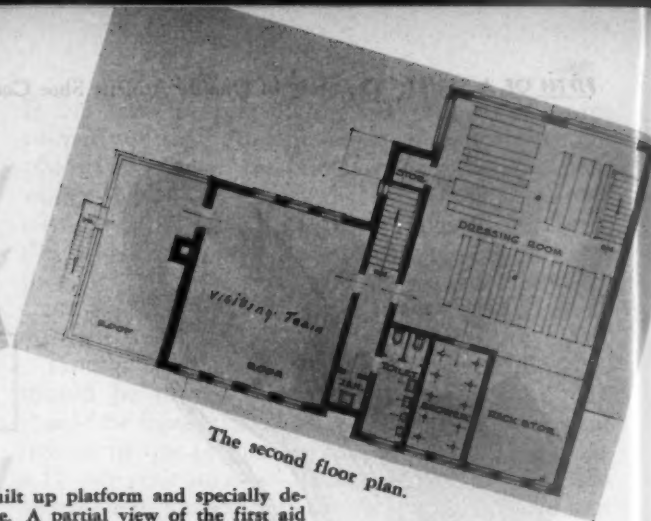
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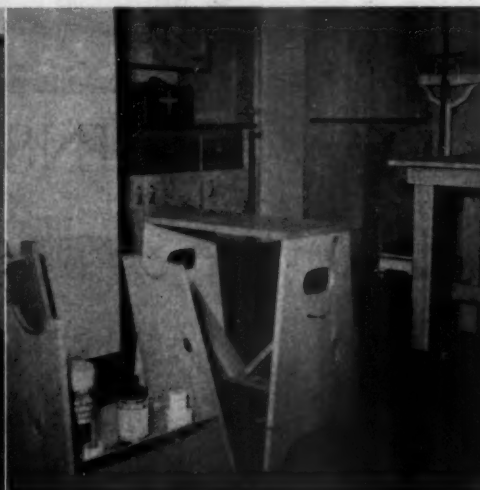


The ground floor plan.



The second floor plan.

The whirlpool bath with its built up platform and specially designed seat and protective frame. A partial view of the first aid room showing the specially designed taping benches in the foreground, cupboards and work counter in the rear. The interior of the shower room.



Richard Dean Arkins Memorial Field House

By DALE PATTERSON

Athletic Director, South Haven, Michigan, Public Schools

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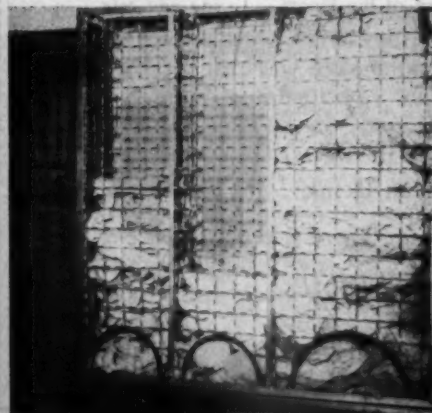
courts. These facilities are all lighted by ten 80 foot steel poles carrying 160-150 W. lamps, with the exception of the tennis courts.

The latest and most modern of the facilities is the Richard Dean Arkins

Memorial Field House which was completed in the spring of 1951. These facilities are the realization of the administration's 36 years of dreams and plans which were finally

(Continued on page 52)

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Promotion of Track and Field

By J. KENNETH DOHERTY

Track Coach, University of Pennsylvania

PART 1

CONTRARY to the usual assumptions of track and field clinics and textbooks, the A B C's of successful coaching in American schools and colleges are primarily concerned with a vigorous and extensive campaign of promotion, rather than with the efficient coaching of the best techniques. The latter assumes that the athlete is on the field and working enthusiastically. Yet, every track coach knows that the real job lies in getting him on the field and keeping him there. It is the purpose of this two-part article to summarize the many steps and methods which can be and have been used by successful coaches in both high school and college in achieving this result. Part 1 will discuss preliminary work which should be done before the season begins. Part 2, to be published in the February issue, will point toward getting and keeping the boys out.

1) *Know your track guide books.* It is impossible to do a good job of promotion or of coaching without a close acquaintance with and sound understanding of the two annual track guide books. High schools have their *Track and Field Rules and Records Book*, published by the National Federation of State High School Athletic Associations, 7 South Dearborn Street, Chicago 3, Ill. Colleges, in addition to the several conference rule books, have a single nation-wide authority in the *Official Rules and Record Book of College Track and Field*, published by the National Collegiate Athletic Association, Box 757, Grand Central Station, New York 17, N. Y. Each of these books includes, in addition to the rules of the sport, essential information on records and results, facilities and equipment, as well as occasional articles written by outstanding athletes and coaches.

2) *Subscribe to and read the publications in your field.* The printed word, generally speaking, requires much more careful thought and organization than is usually given to clinics and speeches. Its value to the serious reader is, therefore, much greater even though the latter are more interesting and popular. These publications, both books and periodicals, should be made available to the members of the track squad. Some coaches dis-

AFTER a most successful coaching career at Michigan, Ken Doherty was selected to succeed the late Lawson Robertson at Pennsylvania. At both of these schools Doherty has been known for the exceptional interest he has created in his sport, track. He discusses his views on the subject in this two-part article, the first part of which appears here.

courage such a practice for fear the boys will "get too many crazy ideas" but such a danger is more than balanced by the gain in interest and general knowledge. A team that reads and thinks about its events with the guidance of a thoughtful coach will certainly compete intelligently and probably successfully. In our opinion, the following books are of special value.

Bibliography

A Guide to American Track and Field Literature, by Richard I. Miller. Published by *Track and Field News*, San Bruno, Calif. This publication presents for the first time all available materials on track and field from 1930 to 1950. A valuable aid to periodical literature.

Books

a) Bresnahan, George T. and W. W. Tuttle, *Track and Field Athletics* (St. Louis: The C. V. Mosby Company; first printing 1937—second revision, 1950) 500 pp. An extremely valuable all-inclusive textbook which goes into great detail, although the overall point of view as to track techniques is that of the early 1930s.

b) Canham, Donald B. and Tyler Micoletau, *Track Techniques Illustrated, Field Techniques Illustrated*, and a forthcoming *Cross Country Illustrated*, (New York: A. S. Barnes and Company 1952) 96 pp. each volume. Each of these three volumes features numerous and excellent drawings of each event, with short but very sound comments by Coach Canham of the University of Michigan.

c) Cromwell, Dean and Al Wesson, *Championship Techniques in Track and Field* (New York: Whittlesey House; first printing 1941—second edition, 1949) 312 pp. A valuable book for coaches which breathes of the enthusiasm and relates the methods of the Southern California and American Olympic coach who has coached more college and world's champions than any other man in the world.

d) McWhirter, Ross and Norris, *Get to Your Marks!* (London: Nicholas Kaye, 1951) 267 pp. A history of world and British track. It not only does a good job of summarizing the endless statistics of track, but includes numerous and interesting stories of world performances. American athletes get their fair share of applause.

e) Miller, Richard I. *Fundamentals of Track and Field Coaching* (New York: McGraw Hill Book Company, Inc., 1952) 271 pp. Intended specifically for the high school coach, this text is well written by a relatively inexperienced yet sound coach. Quotes other coaches and champion athletes extensively.

3) *Attend track clinics.* Track clinics are conducted by an increasing number of coaches' associations as well as by schools and colleges. Personal acquaintance with those who head these clinics as well as with those who attend them is of tremendous value from every coaching angle. Richard Larkin¹ has described an interesting type of clinic whose primary activity is the judging of the form of members of visiting track and field teams. College coaches score events by the use of flash cards as is done with diving at swimming meets. The fundamentals on which each critic based his judgments are given at the end of each contest over the public address system.

4) *Join your track and field coaches' association.* With each area or state and at both the high school and college level, there usually exists an organization of coaches whose purpose is to foster and occasionally to admin-

(Continued on page 36)

¹Larkin, Richard A. "A Track Meet Clinic," *The Athletic Journal*, February 1951, page 17.

Champion

TRACK UNIFORMS

More universities, colleges, high schools, and track clubs use Champion Track Uniforms because they are high in quality, moderate in price, long wearing and good looking. Champcraft and Aridye processing add to these many advantages.



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Made of Rayoline. Knit rayon outside for appearance and wear, lined with strong white knit cotton fabric for bulk and warmth. Processes perfectly.

376 Warm up Shirt. Double thick Rayoline with solid color ribbed Durene knit trim. All colors and combinations to order. Sizes S-M-L. Each.....\$3.85

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76 Sleeveless. Lustrous rayon with cotton back. All colors to order. Sizes 34-44...Doz. \$14.40

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K Medium weight cotton. Nylon reinforced toe and heel. Sizes 9-13...Doz. \$4.20

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Over 12 Doz...\$6.20/Doz.

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KEJ White Only. Elastic 1 1/4" triple stitched boxer waist. Full cut, 4 piece "Sanforized" cotton twill. In stock for immediate delivery. Sizes XS (24-26) S (28-30) M (32-34) L (36-38) XL (40-42). Plain...Doz. \$7.00

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KE/4 Full cut, elastic 1 1/4" triple stitched boxer waist in lightweight lustrous celanese satin. White and these colors only to order: Royal, Scarlet, Maroon, Kelly, Gold, Purple. Sizes 34-36. Plain...Doz. \$18.00

KE/3 Full cut, 4 piece celanese "Playwill" satin. All athletic colors to order. In all sizes. Plain...Doz. \$18.00

EXTRAS ON PANTS: Split Sides, per pair, 10¢; Side Stripping (Single Stripe), per pair, 20¢; Side Stripping (Double Stripe), per pair, 60¢; Bottom Stripping, per pair, 25¢.

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88/6 Sweat Shirt. Silver Gray. Heavy weight 24 gauge fine tight knit. Full cut. Heavy ribbed neck, cuffs, bottom. Sizes 30-46...Doz. \$24.90

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TP/6 Sweat Pant. Silver Gray. To match 88/6. Heavy weight. Rib top, drawstring waist. Elastic bottom. Sizes XS-S-M-L...Doz. \$26.40

TP/6M As Above. Color: Gunmetal Gray. Sizes XS-S-M-L...Doz. \$26.40

2000 Sweat Shirt in colors. Royal Blue, Maroon, Scarlet, Navy, Dark Green. Sizes 36-46. Doz...\$24.40

2000/TP Sweat Pants in colors. To match 2000. Cord waist, rib top, elastic bottoms. Sizes S-M-L. Doz...\$26.40

PRICES INCLUDE CHAMPACRAFT PROCESSED DESIGN IN 1 COLOR ON 1 SIDE

CHAMPION KNITWEAR CO.
ROCHESTER, N. Y.

BUY DIRECT—Manufacturers
from Yarn to Finished Product

National Honor Roll

Competitor and School	Meet	Time	Competitor and School	Meet	Time
100-Yard Dash			Low Hurdles		
Turner (Alameda, Calif.)	No. Coast Section	9.6	Roberts (Stillwater, Okla.)	State	19.1
Childress (Odessa, Texas)	Regional	9.7	Derrich (Woodward, Okla.)	Regional	19.2
Rupp (Sequoia, Redwood City, Calif.)	No. Coast Section	9.7	Luttrell (Sequoia, Redwood City, Calif.)	No. Coast Section	19.2
Lucas (East, Des Moines, Iowa)	District	9.7	Whitman (E. Tech., Cleveland, Ohio)	State	19.3
Frieden, (Austin, Texas)	San Antonio Inv.	9.8	Robinson (Selma, Calif.)	State	19.4
King (Delano, Calif.)	Central Section	9.8	Herod (Brownsville, Texas)	Regional	19.5
Lewis (El Monte, Calif.)	So. Section	9.8	Bortolin (San Mateo, Calif.)	No. Coast Section	19.5
Taylor (San Diego, Calif.)	City League	9.8	Anderson (South Side, Ft. Wayne, Ind.)	State	19.6
Allen (Burroughs, Burbank, Calif.)	Foothill League	9.8	Meyers (Hinsdale, Ill.)	State	19.7
Shearer (Hillhouse, Conn.)	State	9.8			
220-Yard Dash			Pole Vault		
Turner (Alameda, Calif.)	No. Coast Section	20.9	Morris (Burroughs, Burbank, Calif.)	C.I.F. So. Section	13-4
Childress (Odessa, Texas)	District	21.1	Rhodes (Jefferson, Los Angeles, Calif.)	Southern League	13-17 $\frac{3}{8}$
Hughes (Beverly Hills, Calif.)	C.I.F. So. Section	21.2	Carter (Compton, Calif.)	C.I.F. So. Section	13-07 $\frac{3}{8}$
Wright (Germantown, Ohio)	State	21.3	Avalon (L.A. High, Los Angeles, Calif.)	So. Pacific AAU	13-0
King (Delano, Calif.)	C.I.F. Central Section	21.3	Keoughan (Weatherford, Texas)	Regional	13-0
Hill (Gorton, Yonkers, N. Y.)	Sectional	21.3	Lafferty (Hamilton, Los Angeles, Calif.)	Western League	12-11 $\frac{3}{4}$
Hampton (Edison Fresno, Calif.)	C.I.F. Central Section	21.4	Cutland (Taft, Calif.)	West Coast Relays	12-10
Larabee (Ventura, Calif.)	Ventura League	21.5	Levack (Manual Arts, Los Angeles, Calif.)	City	12-9
Kohnhorst (Grossmont, Calif.)	C.I.F. So. Section	21.5			
Hall (Edison, Fresno, Calif.)	City	21.5			
440-Yard Dash			High Jump		
Ritchie (East, Rochester, N. Y.)	Sectional	48.7	Allard (Fresno, Calif.)	City	6-6 $\frac{3}{4}$
Carter (Orange, Calif.)	State	48.8	Smith (Jefferson, Los Angeles, Calif.)	City	6-6 $\frac{3}{4}$
Taylor (Jefferson, Los Angeles, Calif.)	State	49.1	Goodwin (McClymonds, Oakland, Calif.)	City	6-4 $\frac{5}{8}$
Turner (Alameda, Calif.)	Alameda Co. League	49.3	Campbell (Plainfield, N. J.)	State	6-4 $\frac{1}{4}$
Rupp (Sequoia, Redwood City, Calif.)	No. Coast Section	49.4	Black (Freeport, Los Angeles, Calif.)	Southern League	6-4 $\frac{1}{4}$
Kirchmann (Anaheim, Calif.)	State	49.5	Jeter (Roosevelt, Los Angeles, Calif.)	Southern League	6-4 $\frac{1}{4}$
Davis (Central, Oklahoma City, Okla.)	State	49.6	Wyrick (Jefferson, Los Angeles, Calif.)	Southern League	6-4 $\frac{1}{4}$
Anderson (L.A. High, Los Angeles, Calif.)	State	49.7	Stewart (Palo Alto, Calif.)	El Cerrito Relays	6-4
			Boyd (Oak Park, Ill.)	District	6-4
880-Yard Run			Broad Jump		
Briggs (Pittsburg, Calif.)	No. Coast Section	1:57.1	Garrison (Compton, Calif.)	Coast League	24-3 $\frac{3}{4}$
Cox (Walla Walla, Wash.)	State	1:57.6	Parker (San Diego, Calif.)	City League	23-8
Hoke (Classen, Oklahoma City, Okla.)	State	1:58.0	Smith (Roosevelt, Gary, Ind.)	Sectional	23-5 $\frac{3}{4}$
Amador (Villanova, Ojai, Calif.)	State	1:58.2	Daniel (Yuma, Ariz.)	State	23-5
Watkins (Berkeley, Calif.)	No. Coast Section	1:58.2	Range (Jefferson, Los Angeles, Calif.)	Southern League	23-4 $\frac{1}{2}$
Buchanan (Stillwater, Okla.)	State Prelim	1:58.5	Goodwin (McClymonds, Oakland, Calif.)	City	23-2 $\frac{1}{2}$
Ely, (Bosse, Evansville, Ind.)	Sectional	1:58.6	Herrman (Willow Glen, Calif.)	North Coast Section	23-2
			Beauford (Galena Park, Texas)	State	23-1
			Leavell (Jefferson, Los Angeles, Calif.)	Southern League	23-0 $\frac{1}{2}$
One Mile Run			Shot Put		
Ledesma (Compton, Calif.)	State	4:23.2	Patterson (Taft, Calif.)	State	60-97 $\frac{3}{8}$
Delgado (Chino, Calif.)	State	4:23.7	Nieder (Lawrence, Kans.)	State	60-93 $\frac{3}{8}$
Philpott (Montclair, N. J.)	State	4:24.4	Vick (Chaffey, Ontario, Calif.)	State	59-73 $\frac{3}{4}$
Buchanan (Stillwater, Okla.)	Regional	4:24.8	Dyson (Bay Shore, N. Y.)	Sectional	58-81 $\frac{1}{2}$
Griswold (North Side, Ft. Wayne, Ind.)	Inter-Conf.	4:26.4	Humphrey (Strathmore, Calif.)	State	58-4
Squires (Arlington, Mass.)	State	4:26.5	Grossman (Lower Merion, Pa.)	State	56-8
Holland (St. Monica's, Santa Monica, Calif.)	State	4:27.1	Staff (Vandalia, Ill.)	District	56-8
			Woods (McClymonds, Oakland, Calif.)	State	56-21 $\frac{1}{4}$
High Hurdles					
Curtis (Waurika, Okla.)	Southern Six Conf.	13.7			
Campbell (Plainfield, N. J.)	State	14.0			
Roberts (Stillwater, Okla.)	State	14.4			
Whitman (E. Tech., Cleveland, Ohio)	State	14.5			
Woodson (Austin, Chicago, Ill.)	State	14.5			
Robinson (Selma, Calif.)	State Prelim.	14.5			
Hudson (Palestine, Texas)	State Prelim.	14.6			
Toye (Kokomo, Ind.)	State	14.6			
Feola (Alhambra, Calif.)	Pasadena Games	14.6			
Millett (Mesa, Ariz.)	State	14.6			

Compiled by E. A. THOMAS

Discus Throw

Patterson (Taft, Calif.)	C.I.F. Central Sec.	177-5
Mathis (Tulare, Calif.)	Tulare Relays	167-0
Crow (Union, Porterville, Calif.)	C.I.F. Central Sec.	166-11
Dyson (Bay Shore, N. Y.)	Sectional	164-83/4
Van Dee (Ada, Okla.)	Ardmore Inv.	163-33/4
Burrus (Canyon, Texas)	State	158-8

Javelin

Turner (Walla Walla, Wash.)	State	189-81/4
Stocz (Snyder, Jersey City, N. J.)	State	187-31/2
Garcia (Alamogordo, N. Mex.)	State	186-31/2
G. Berry (Columbia, S. C.)	State	180-0
Greene (Lanier, Macon, Ga.)	State	177-3
May (Fair Park, La.)	State	176-61/2

440-Yard Relay

Ray, Corpus Christi, Texas	State	42.7
Austin, Texas	San Antonio Inv.	43.1
Davenport, Iowa	State	43.8
Byrd, La.	State	44.0

One Mile Relay

Roosevelt, Gary, Ind.	State	3:26.1
Classen, Oklahoma City, Okla.	State	3:27.0
Odessa, Texas	State	3:27.8
Jacksonville, Texas	State	3:27.9
Byrd, La.	State	3:28.1
Lyons, LaGrange, Ill.	State	3:28.2
Central, Tulsa, Okla.	Aggie Relays	3:29.7
Davenport, Iowa	State	3:30.7

880-Yard Relay

Jefferson, Los Angeles, Calif.	State	1:29.0
Manual Arts, Los Angeles, Calif.	State	1:29.2
Alameda, Calif.	State	1:29.8
L.A. High, Los Angeles, Calif.	City	1:29.9
Edison, Fresno, Calif.	West Coast Relays	1:30.0
W. Wilson, Long Beach, Calif.	C.I.F. Southern Sec.	1:30.1
San Diego, Calif.	C.I.F. Southern Sec.	1:30.3

Track in the High Schools

THE seventh annual Athletic Journal National High School Track Meet shows many changes over the previous year. In fact, the only resemblance to last year's meet was California's strong hold on first place, a position it has held through six of the previous seven meets.

The meet itself is conducted according to the scoring used in the NCAA meet; namely, 10, 8, 6, 4, 2, and 1 points are given for the first six places. The solid red block indicates the best time or distance, while the red block with a star indicates that it was also a state record. Other state records are indicated by stars.

This year's meet topped all previous meets in the number of records broken, with 56, the previous high being 49 in 1948. Likewise, Maine, with seven new marks on the books, topped Virginia's mark of six new records set in 1948. New Mexico, with four new marks this year to add to her previous total of 13, seems safely out of reach of Florida with 12 new records.

Patterson's heave of 60 feet, 9 7/8 inches in the shot put was the only new mark to better the best previous marks. His mark bettered Olympic shot putter, Darrell Hooper's, mark of 59 feet, 10 inches set in 1948.

California First Again

Without a report on the discus throw, California came within three and a fraction points of topping its all-time point total, set in the 1951 meet. There is little doubt California has dominated this meet from the

beginning. Just how complete is this domination is shown by the fact that out of 83 events in which it has competed, California has only failed to score in 12 of them, winning in the meantime, 30. California's aggregate total of 536 points is more than double second place, Ohio's, total of 252 5/6. Texas is a mere 4/6 of a point behind Ohio, in third place. Illinois, dropping from second place the past two years to a tie for thirteenth, manages to hold on to fourth place in the grand total, with 215 points. Indiana strengthened its hold on fifth place by bringing its total up to 206 points. New York took over sixth place from Iowa, the totals being 144 1/5 and 134 1/5 respectively. New Jersey moved up from tenth to eighth, with 116 points, and Oklahoma moved up into the ninth spot from twelfth, with 107 points. Pennsylvania concludes the top ten, with 96 1/2 points. The accumulated point totals for the balance of the states with their rank in parentheses is as follows: (11) Wisconsin 76 1/2; (12) Missouri 73 1/2; (13) Colorado 69; (14) Oregon 68; (15) Washington 66; (16) Kansas 58; (17) Massachusetts 41; (18) Connecticut 41; (19) Arizona 36; (20) Virginia 35; (21) Louisiana 33; (22) Michigan 20; (23) Utah 18; (24) Nebraska and Minnesota 17; (26) Idaho 15; (27) Tennessee 14; (28) Florida 12; (29) Montana 11; (30) Kentucky 8; (31) New Mexico 6; (32) North Dakota 5 1/5; (33) West Virginia 5; (34) South Dakota 4; (35) Mississippi 1; (36) Wyoming 1/3; and (37) Georgia 1/9. The other states failed to register a point.

Each year we list an honor roll of the "top ten." Ohio takes over the second spot by the margin of a fifth of a point over Oklahoma. Ohio has never finished below sixth in the meet. Oklahoma, a state that has registered points in every meet except the first, but has never scored enough points to be in the "top ten" until a year ago when it finished eighth, makes its best showing to date. New York, a consistent point-getter, reaches its highest position by the equally small margin of a fifth of a point over neighboring New Jersey. New Jersey, although registering points every year, only managed to make the "top ten" on one previous occasion, that being in the 1950 meet when it reached seventh place. Indiana, a member of the select group every year but last year, moves back into the elite with a sixth place. Texas, a state that has always finished in the "top ten," and in that regard shares honors with California and Ohio, drops from fourth to seventh. In the 1950 meet Washington finished eighth, the same position as this year, its only two appearances in the select group. Arizona moves up from eighteenth place a year ago to ninth this year, for its first appearance in the "top ten." Another newcomer, Connecticut completes the ten.

Missing from the "top ten" for the first time is Illinois and other usually consistent performers, such as Iowa, Pennsylvania, and Wisconsin.

Averaging in this year's tenth place point total with that of the previous six meets indicates that at least 13 1/2 points are needed to permit a state to

(Continued on page 46)

National High School Track Meet

STATE	120 High Hurdles	100 Dash	Mile	880 RELAY	440	180 LOWS	880	220 DASH	POLE	SHOT	HIGH	DISCUS	BROAD	JAVELIN (b)	TOTAL
ALA.	15.7	10.4	4:43.7	1:33.3	52.2	21.0	2:07.3	22.7	11-10	50-11 1/4	5-9 1/2	132-0	21-0 1/2		
ARIZ.	14.6	10.0	4:37.4	1:32.8	51.1	19.9	2:03.1	22.4	★ 12-8	★ 53-7 1/4	6-1 1/2	145-8	★ 23-5	8	16 (9)
ARK.	15.4	10.1		1:33.0	50.5	20.4	2:04.8	22.3	11-1	47-6 1/4	5-11	132-10	21-8 1/2		
CALIF.	14.7	41/5 9.9	★		48.8	8		5	★	★					91 1/5 (1)
COLO.	15.5	10.6	4:49.4	1:36.1	53.5	21.1	2:03.4	23.6	12-4	50-5	6-3	142-10 1/2	21-7 1/4		6 (16)
CONN.	15.8		4:45.9	1:35.4	52.0	20.9	2:07.4	21.8	11-0	49-3 1/2	5-10	134-10 1/2	22-8 1/2	2	14 (10)
DEL.	No state meet														
FLA.	15.0	10.1	4:41.7	1:32.9	52.7	20.4	2:02.8	22.4	★ 12-6 1/2	2	52-4	★ 155-3 1/2	★ 22-7		4 (17)
GA.	16.0	10.2	4:36.8	1:35.3	51.0	21.3	★ 2:00.6	22.8	11-11 1/4	52-0 3/4	6-0 3/4	147-7	21-9 1/2		
IDA.	15.6	10.3	4:34.9	1:34.2	53.6	20.6	2:00.8	23.5	11-7 1/2	48-1 1/2	★ 6-1	135-4	21-3	166-0	
ILL.	14.5	10.2	4:31.7	1:32.1	50.5	★ 19.7	2:00.1	22.4	12-6	55-2 1/2	2	150-8 1/2	22-5 1/2		8 (13)
IND.	★ 14.6	10.2	4:27.8	1:31.6	49.9	19.6	1:59.5	22.1	12-7	4	52-4	6	23-2 1/2	6	28 (6)
IOWA	15.1	41/5 9.9	4:35.7	1:31.2	51.4	19.8	2:01.4	22.4	★ 12-6 1/4	1	52-2 1/4	143-2	21-4		11 1/5 (11)
KANS.	15.2	10.3	4:41.4	1:36.0	52.9	20.0	2:05.3	22.7	11-9 3/8	★ 60-9 3/8	5-9 3/4	146-0 1/4	22-5	161-10 1/2	8 (13)
KY.	15.6	10.2	4:36.1	1:34.5	52.8	20.6	2:05.1	22.0	11-2	48-10 1/4	5-10 1/4	137-3 1/2	21-5 1/2		
LA.	15.1	10.5	4:41.8	★ 1:31.2	50.3	19.9	★ 1:59.1	22.0	11-4	50-1 1/4	6-1	145-4 1/4	20-11	176-6 1/2	10 1/3 (12)
ME.	16.0	10.4	★ 4:32.2	1:37.0	★ 51.2	★ 21.0	★ 2:02.1	23.2	★ 11-4 1/2	45-4 1/2	5-10	★ 138-3	19-10 1/4	★ 161-3 1/2	
MD.		10.5	★ 4:41.7	1:36.1	53.6		2:07.5	★ 23.2	9-8	50-4 1/4	5-10 1/4	122-8 1/2	20-0		
MASS.	16.1	10.4	4:26.5	1:32.6	50.3	22.2	2:00.2	23.0	11-1 1/4	53-3	5-10 1/4	127-11 1/4	21-10 1/2	166-3 1/2	6 1/3 (15)
MICH.	15.6	10.2	4:38.3	1:34.2	51.5	20.8	2:04.2	22.6	12-2	53-4	6-2		21-8 1/4		
MINN.	15.1	10.1	4:33.0	★ 1:31.5	51.8	20.7	2:00.3	22.4	12-0	51-4 1/2	5-10	141-10	22-6 1/2		1 (21)
MISS.	★ 15.6	10.2	4:42.5	1:35.8	51.7	21.2	2:04.5	22.5	11-3	49-3	★ 6-1 1/4	140-11 1/2	19-10 1/4		
NEBR.	15.5	10.3	4:38.7	1:32.8	52.2	21.2	2:03.8	22.6	11-11	49-9	6-0	141-5 1/4	22-1		
NEV.	15.1	10.2	4:55.0	1:35.0	52.0	21.0	2:06.8	23.1	11-2	★ 52-10 1/4	5-8 1/2	★ 145-9	21-11 1/2		91 1/2

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(b) No points awarded for javelin because less than half the states have this event. (c) Wisconsin runs the 200-yard dash.

Note: Due to a typographical error the 6-4 1/2 height of New Jersey in the high jump was not recorded. This increases New Jersey's total by eight points to 39 points and second place. Ohio loses a point and is now third with 38 1/5 points. Oklahoma also loses a point and is fourth with 38 points. New York becomes fifth. Indiana, Washington, and Colorado tied for third in the high jump and receive four points each instead of the 6 points with which they are credited. The subtraction of these points failed to alter the standings of these states.

Football Film Analysis

By PAUL G. WHITE

Backfield Coach, University of Connecticut

HOW do you analyze your film? We venture to say this question can be answered in numerous ways and each one is probably as good as the other.

Many football coaches call this "busy work" because it is usually done in the off-season; the period after the fall schedule has been completed and before spring football starts, or during the summer months. However, the wise football coach will think differently and use that "busy work" to his advantage.

Needless to say, here at the University of Connecticut, under head coach, Bob Ingalls, we think our method of film analysis or study is one of the best. We will attempt to explain this method step by step.

The accompanying chart was taken from one of the 1950 game reports and will serve as an illustration.

Step I: We make a play-by-play report of our opponent's offense and defense as well as our own. In this play-by-play report, a numerical number is assigned to each play. This facilitates a re-check on any particular play if the occasion arises.

The information obtained from the next three columns reveals the tendencies the opponents have according to the down and distance, yard line, and position on the field, in relation-

PAUL WHITE captained the 1943 Michigan championship team and then entered the military service. He returned to play the '46 season at Michigan, and then played one year of professional football before beginning his coaching career. In 1948 he was at Mt. Carmel High School in Wyandotte, Michigan, and the following year at Hillsdale College. In 1950 he assumed his present position of backfield coach and assistant baseball coach at Connecticut.

ship to the type of offensive play and formation they employ.

In the column designated "Play" we have assigned "our" own offensive

played, and defensive man making the tackle.

Step II: We catalog or diagram the opponent's offensive plays and formations, as well as their defensive formations, paying particular attention to their game strategy throughout the film.

The following questions will give an idea of the tendencies with which we like to acquaint ourselves:

1. What do they do near the goal line, both offensively and defensively?
2. Who is their favorite back?
3. What type of play do they employ on a short yardage down?
4. What type of play do they employ according to their field position?

Needless to say, these are but a few of the questions which can be answered by referring to a report of this

Chart B
Opponent's Total Offense

9	8	7	6	5	4	3	2	1	Total No. of Running Plays	Total Yds. Gained	Average Per Play
2-7	6-3	4-12	4-7	11-34	1-2	0-0	7-41	6-15	41	121	2.95
Pass Plays											
Completed										- 9 =	88 yds.
Incomplete										- 2	
Intercepted										- 2	
Total										13	

numbering system to the opponent's offensive play. This facilitates knowing the formation, technique of the backs, and the hole hit. The next three columns consist of the plus or minus yardage gained, defense em-

nature. After this information is taken from the film, the drudgery of running the film back and forth, hour after hour, is over. Now, we can sit back and get the additional information simply by referring back to the play-by-play report.

Step III: We make a chart of the opponent's total offense from the play-by-play report. Each offensive play the opponent ran during the ball game has been assigned according to "our" numbering system and placed in one of the offensive holes, one through nine. This information tells the total number of times they hit one particular offensive hole and the total plus or minus yardage they had at the point of attack. Their passing attack is treated in much the same manner. Chart "B" clearly illustrates Step III.

We may carry this procedure one step further and break down the total number of plays, and plus or minus yardage the opponent had at the var-

Chart A

Play-by-Play Report

Opponent - 14 Connecticut - 20

Opponent kicked off to Connecticut. Returned left to 40 yd. line + 58 yd. gain

Play No.	Down and Distance	Yard Line	Position on Field	Play	Yardage	Defense	Tackled by
1.	1-10	40	L	LH at 7 Dive	1	5-3	RG
2.	2-9	39	L	132	1	5-3	RT
3.	3-8	38	M	Q at 8 opt.	11	5-3	S
4.	1-10	26	L	131	1	5-3	RT
5.	2-9	25	R	RH - 7 pass inc.	---	5-3	---
6.	3-9	25	R	Q at 8 opt.	5	5-3	S
7.	4-4	20	L	234 YF pass	10	5-3	LH
8.	1-10	10	R	Couldn't tell play	3	5-3	---
9.	2-7	7	R	Q at 8 pass T.D.	7	5-3	---
				Pt. D. no good			
				Connecticut kicked off to opponent's 6 yd. line.			
				Returned up the middle to 29 yd. line + 23 yd. gain			
10.	1-10	29	M	137 spec.	4	50	LB
11.	2-6	33	M	179 Pass inc.	---	50	---
12.	3-6	33	M	132	2	50	LB
13.	4-4	35	M	Punt to Conn. 29	---	---	---
				returned to 30 yd.			
				1 yd.			

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COACH JOHNSON

ERRATA, LA.—It was learned today that Roger Johnson, popular coach at ERRATA High School committed suicide.

Johnson left a note stating, "The life of a coach is too precarious. Not only does he have to win games, he must also use caution in buying equipment. I didn't."

Johnson, it seems, used the funds raised by the student body to buy a new scoreboard. Somehow he erred and bought a "hard-to-read" dial-type clock board.

When the Errata team played the neighboring school, Pleb, who had just bought a new "Tick-a-way" clock scoreboard, the fans were enraged. Coach Johnson, rather than meet the mob, took his life.

If you have made the same mistake, write today for a free rope complete with noose. Or, if you wish to avoid a tragedy, ask for information about FAIR PLAY SCOREBOARDS.

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ious points of attack from each offensive formation. One can sort out the tendencies and variations the opponent's show from the information obtained from these charts. For example, if in checking an opponent it is found that they ran a great deal more in one direction or in one particular hole than they did in others, a tendency has been discovered which might prove helpful the following season. Variations are important too, because one is able to determine whether or not the opponent is using them merely as a camouflage or whether they are meaningful. Charts "C" and "D" illustrate this point.

Step IV: We chart our total offense in the same manner as we do that of our opponents.

This, too, can be carried one step further and broken down into charts showing various offensive formations and how they fared against opponent's defenses. Chart "E" clearly illustrates Step IV.

Step V: We make a recap of our total games played for one particular season. This recap consists of the total times we hit one particular hole; plus and minus yardage gained at

that hole and the success or failure at that point of attack with the various offensive formations. Chart "F" clearly illustrates Step V.

Football film analysis also proves very beneficial in scouting the opponent. Our scouts can acquaint themselves with the opponent's tendencies and variations from the various charts and information obtained in the film report before actually seeing them perform. We scout our opponents as thoroughly as possible and as often as possible; actually taking a play-by-play report of their game. From this play-by-play, we try to get a statistical analysis, much in the same manner as we do our film reports. The two reports then offer us a means of comparison by which we are able to weigh values to formulate a plan of attack.

This method of film analysis provides the coach with two very important factors: First, it provides an opportunity to analyze clearly the opponent's offense and defense. Second, it provides a means by which one can scientifically eliminate plays that are not effective, and make the necessary changes to improve one's offense and defense.

Chart C

Opponent's Single Wing Formation Offense										Total No. of	Total Yds.	Average
9	8	7	6	5	4	3	2	1		Running plays	Gained	Per Play
0-0	6-3	0-0	3-11	5-22	1-2	0-0	TD	TD		24	1-2	4.25
Pass Plays												
Completed											- 6 =	57 yds.
Incomplete											- 2	
Intercepted											- 1	
Total											<u>9</u>	

Chart D

Opponent's T Formation Offense (Unbalanced Line)										Total No. of	Total Yds.	Average
9	8	7	6	5	4	3	2	1		Running Plays	Gained	Per Play
2-7	0-0	3-3	1-4	5-12	0-0	0-0	0-0	1-2		12	28	2.33
Pass Plays												
Completed											- 3 =	32 yds.
Intercepted											- 1	
Total											<u>4</u>	

Chart E

Connecticut's Single Wing Formation Vs. Opponent's 6-2-2-1 Defense										Total No. of	Total Yds.	Average
9	8	7	6	5	4	3	2	1		Running Plays	Gained	Per Play
0-0	2-15	1-5	1-5	1-7	4-12	1-3	6-34	2-13		18	93	4.61
Pass Plays												
Completed											- 1 =	12 yds.
Total											<u>1</u>	

Chart F

Recap of Connecticut's T Formation Running Game													Total No. of Running Plays	Total Yds. Gained	Average Per Play
Total No. of Games Played	9	8	7	6	5	4	3	2	1				Plays	Gained	Play
8	7-3	20-47	28-96	23-71	12-24	30-92	1-3	10-19	3-35				140	384	2.74
TD															

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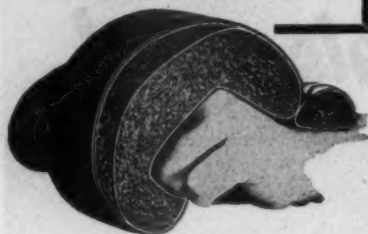
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Javelin Throwers

(Continued from page 7)

Young starts his throw from the ground up by driving off his right leg and turning his hips and shoulders square to the front as is shown in Illustration 6. His arm has started forward and passes his head with his elbow well in front of his hand. This is known as leading the throw with the elbow, and not only adds a stronger arm action to the throw, but also tends to prevent many injuries to the thrower's elbow. Illustrations 6 and 7 show a fault which is not present in Young's better throws — that is, the fault of failing to elevate the plane of the javelin to a level of six to ten inches over his head level (see Illustration 6 of Bud Held).

The illustrations show that Young's body is not pulling or dipping to the left nor is his head turning to the left prior to the throw. His body remains square to the front and is propelled forward and upward into the throw.

Young carries the javelin during his run with the palm of his right hand facing upward — this is proper. It is very apparent that with this hand position, he will add wrist flip to the finale of his throw. Many times the wrist flip is lost because the thrower's hand does not get into a flipping position.

Illustrations 6 to 9 show Young's left leg well out in front of his body. The momentum of the run along with the drive of the right leg should force the body weight (center of gravity) up over the left leg as the release is made. Young is out of time on this throw and has his center of gravity behind his left foot instead of over it. Notice that Held and Miller plant their left feet flat in the throwing stance with the toes down (this helps to prevent a block which keeps the center of gravity back of the front foot during the throw instead of over it as it should be). Young plants his left foot in the throwing stance heel first which is not the best method. His better throws are not made this way.

Young shows splendid timing of his reverse of the feet in that it does not begin until the javelin has left his hand. Notice that both of his feet are in contact with the ground throughout the duration of the actual throw.

Miller

While he is not as tall as Young or Held, Bill Miller possesses a great amount of speed and spring. In fact,

he is a fine high jumper. Although under six feet in height, he has high jumped over 6 feet, 7 inches. He is very relaxed throughout his run.

Miller differs greatly from both Young and Held in the carrying of the javelin and in the direction of his shoulders during the run. The javelin is carried with the point up and as far back as possible. Miller starts his run with his right shoulder back. With each succeeding step, he reaches more and more to the rear until his shoulders arrive at a point where they are parallel to the direction of the throw before the cross-over is started. Both Young and Held hold their shoulders more perpendicular or square to the direction of the throw, and do not turn them until the front cross-over is started.

Miller arrives at a throwing position. (Illustration 5), which is very similar to that used by Cy Young. His shoulders are parallel to the javelin, his right foot points forward, and his hips are slightly open. Illustration 6 shows Miller's elbow leading his hand as his arm is snapped forward.

Illustration 7 shows the palm of Miller's right hand facing down and outward after the throw. This position of his right hand comes as the result of a good wrist flip. Some coaches urge the athlete to "pronate the wrist" in attaining this position.

Miller's speed throughout the run and front cross-over, coupled with the spring of his legs, causes his body to ride over the left leg rather quickly. This forces him to use a long stiff right leg in his reverse to keep from fouling. Therefore, he must start his throw a good distance back of the foul line in order to have sufficient room in which to stop.

Held

Like Cy Young, Bud Held carries his javelin almost level with the ground. Likewise, his shoulders are square to the front during his run. He differs from both Young and Miller in that he turns his hips completely parallel to the direction of the throw even prior to his front cross-over as is shown in Illustration 3. Also, his right foot points backward during both his cross-over and throw. This makes the cross-over a bit more difficult to achieve, in fact, a slowing of forward momentum is necessary for him to get into proper throwing stance. Actually, he has less forward momentum at the time of the throw than either Young or Miller, and gives evidence of this by being closer to the foul line during the throw and by having a less vigorous reverse.

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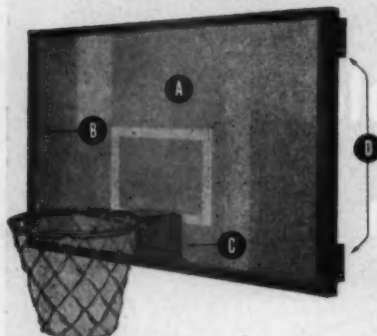
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Held turns his hand so that his palm is facing outward as he extends his arm to the rear (Illustrations 2 and 3). His throw is once again led by his elbow, (Illustration 6), and his hand passes high over his right ear giving the javelin a great deal of lift. This technique of the arm passing high over the head is excellent and is absolutely essential to top caliber throwing.

In this series of illustrations, Held seems to have lost some of his forward speed in going through the front cross-over; consequently, his forward motion at the end of his throw is practically nil, making it almost unnecessary to use a reverse at all.

Conclusion

It is difficult to say that any one of these throwers has a technique superior to the others. We must keep in mind when trying to be critical that these three javelin throwers are the best the United States has ever had in the Olympic Games. Also, it must be borne in mind that they were all "off form" at the time these sequence pictures were taken (the day prior to leaving New York).

The three boys use the front cross-over or running throw form in trying to retain as much forward speed as possible in the throw. Leading the throw with the elbow is consistent among all three men, as is the wrist flip. Miller carries his right shoulder back and his hand palm up during the run. Held throws his right hand high over his ear in a good lifting motion. It should be kept in mind that Young and Miller do this in their better throws.

One thing that does not show up well in these sequence pictures is the "bowed-back" body position just prior to the throw. This action produces a body snap much like a steel spring and results in the athlete getting his back into the throw. All three men do this well — the pictures shown here simply failed to catch one of them in the act.

Now that an American is listed among the javelin champions, perhaps we have edged our way into that long lost field, and have ended the Scandinavian domination of the event.

Track and Field

(Continued from page 24)

ister track and field activities. The National College Track Coaches Association is becoming increasingly influential and helpful, is open to high school as well as to college coaches, and has a yearly publication of its

meetings and clinics which is invaluable. For information write William Easton, track coach, University of Kansas, who is the present secretary.

5) *See and know the champions.* Attend the big meets as often as possible. Equally important, get there a day or so early, get out on the practice field and talk with the athletes and coaches, or visit with them in their living quarters. To be able to talk intimately of the methods used by these coaches and the performances of their athletes is a tremendous asset to teaching as well as to enjoyment of the sport.

6) *Provide proper facilities and have them ready before the first day of practice.* Adequate facilities, given regular and careful maintenance, are essential to a well-organized and successful track program. Not only are training conditions improved and physical hazards reduced, but the respect and pride of the boys in their sport and their school is increased.

Where a special maintenance crew is impossible, other persons such as managers and assistants should do the work before the new prospects report. The newcomers, most of whom report with certain reservations and misgivings, are not likely to appear the next day if they must bring out the hurdles or brush the track before going to work.

7) *Select colorful and good-looking track suits and sweat clothes.* An attractive and clean appearance will improve morale and self-confidence. To be colorful is not to be flashy, but rather to attract reasonable and respectful attention.

8) *Set up an attractive and prominent bulletin board.* Maintain it for track only, the year round, where students will pass it regularly. Effectiveness will depend upon interesting material which is changed constantly. Pictures are essential. The best board we have used to date is divided into three parts: 1) Records — world, conference, local as well as best marks this year. 2) Pictures and articles of permanent interest. These can be left up for a week or two, no longer. 3) Today's track news, men out for track, yesterday's practice or meet performance, a cartoon or "Thought for Today." Maintain an indexed file of relevant material which can be used from year to year. The publications in the field will provide a wealth of material that is needed.

9) *Maintain good public relations in the community and with the press and radio.* Co-operate with local business men's clubs in securing out-

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10) *Encourage community, elementary, and junior high school play days.* These always include a few track and field events which are certain to create both interest and experience in track competition.

11) *Seek the co-operation and active help of school faculty members.* A surprising number will welcome a chance to participate as judges or to serve at track meetings or banquets. A few may have had sufficient experience in track athletics to assist as coaches or as starters and timers in both practice sessions or meets. Further, close co-operation with the coaches of football and basketball will pay dividends. Speed, which is so essential in these sports, can be improved through track.

12) *Provide an interesting and reasonably extensive schedule.* Such scheduling should consider:

a) The need for at least six meets. The boys love competition and tend to avoid practice. Many secondary schools in the Eastern states, where distances are short and competition is plentiful, have a total of 10 or 12 meets which interfere very little with academic work. A dual meet for everyone on Tuesday is balanced by a relay or small championship meet on the week end, usually on Friday. Close restriction as to the amount of competition for each boy in a single meet prevents over-competition, according to friends of the system.

b) That the first two or three meets should be easy and permit many men to score. Some schools agree to as many as five places in a dual meet and use the sum of the heights and distances in the field events to determine their score.

c) That trips are a great incentive to most boys, especially to large meets or attractive places.

d) That relay meets are highly interesting and educational to both contestants and spectators. One home relay meet each year should be the minimum.

e) That twilight or night meets have certain advantages.

f) That scheduling should be completed a year ahead of time. Track suffers from last minute scheduling and inadequate preparation for meets. This is particularly true indoors where other sports monopolize the best time spots.

g) That larger meets mean fewer scorers on any given squad. The wise coach will limit the number of such meets. One of the greatest hindrances to well-balanced college track teams in the Eastern states lies in the weekly concentration of all teams at the big-time, big-city gardens. They are fine meets in themselves, but they have seriously restricted college competition.

h) That postal meets are a valuable supplement to all such scheduling. Meets with far distant teams tend to create unusual interest.

13) *Promote interclass or other intramural meets.* These should come well ahead of the first call for varsity track, and thus provide both interest and talent. Varsity squad members should be ineligible but may serve as officials and watch for good prospects. Attractive prizes are desirable. Some schools give credit toward a school intramural letter. If these meets are preceded by a few weeks of coaching in physical education classes, both organization and overall success will be increased.

14) *Work toward recognition of track as a major sport.* Not only should major letters be given for track, but an adequate budget for equipment and meets should be provided. Special medals for those athletes who participate in three sports may stimulate the best athletes to try track.

15) *Use testing devices in gymnasium classes which are related to track and field.* The A.A.U. physical fitness tests, the Iowa Pentathlon described in the *National High School Guide Book*, the Cozens, Trieb, and Neilson Physical Education Achievement Scales are examples of such devices.

16) *Have many easy prizes and awards as well as a few highly valued and difficult ones.*

17) *Stage a cross country run in the spring.* It can be run long before the cinder track is in condition and, if properly motivated, will encourage many participants and early conditioning. At least one run should be made a handicap affair. Encourage the girls in the schools to be spectators and to give out the awards. Have a sorority or girls' club sponsor a team, and encourage them to join in the winning celebration.

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Evaluating the Coach

By JOHN A. FRIEDRICH

Instructor in Physical Education, Michigan State College

EVERY coach is interested in improving himself and doing a better job. Although many coaches are quite capable of appraising their own individual qualities and abilities, it frequently happens that they tend to overlook certain important factors.

In order to overcome this difficulty, a form of an evaluation sheet for coaches is suggested. This evaluation form has been designed primarily for the players to use in evaluating the coach; however, it may be used by others also, provided they know the coach well. Although some school authorities may object to having players pass judgment on their coach, the fact remains that a great deal of beneficial knowledge can be gained through such a process.

Often, the tendency exists to evaluate the coach almost entirely on the won and lost record in his sport. Since much more goes into coaching, it is truly a pity that the coach has such a limited and inadequate criteria by which to be evaluated. An evaluation form, as suggested here, can provide an excellent means for the coach to obtain reactions to the many other factors involved in coaching besides winning games.

It is hoped that this evaluation form may be helpful to those coaches interested in finding out in what ways they can most adequately improve their effectiveness. To be of the most value, the results as indicated by the forms, should be used in actually attempting to make improvements where needed.

To be significantly high, average or low, a trait should be marked accordingly by at least half of the group. A numerical interpretation may be made by averaging the numbers checked for each trait by the players making the rating.

A total score may be computed; however, each individual item must be considered separately in making a final interpretation of the evaluation.

In having players fill in the forms, it is suggested that they be asked to take as much time as needed, circle

their choice, and feel free to respond frankly.

The form to be used follows.

Coach Evaluation Sheet
Name of coach _____ Date _____
Team or teams for _____ Your Age _____
which he has coached you.

Your coach is trying to do as good a job of coaching as possible. You can help him to improve his effectiveness as a coach by filling out this evaluation sheet as completely as possible. Since you are not required to sign the sheet, please feel free to give frank and honest responses.

Instructions:

Circle the number which you feel best applies to your coach with respect to the traits and characteristics listed. The following scale designates what the numbers mean.

In order to save space we are not repeating the chart each time, but instead are including the reading marked (a), (b), and (c). (a) Appears under 10 at the left-hand side of the scale. (b) Appears at the center of the scale under 5, and (c) appears at the right-hand side of the scale under 0.

Coach's Personal Qualities

1. *Cheerfulness.* (a) Always cheerful, pleasant, and happy. (b) Cheerful about half of the time. (c) Never cheerful, always glum and sad.

2. *Common Sense.* (a) Always uses good common sense and judgment. (b) About average in common sense. (c) Never uses common sense.

3. *Co-operativeness.* (a) Co-operates very well with players and others at all times. (b) Co-operation is about average. (c) Very unco-operative.

4. *Courage.* (a) A great deal of courage at all times. (b) Average courage. (c) Lacks courage to a great extent.

5. *Courteousness.* (a) Good manners, respectful, and courteous at all times. (b) Average courtesy. (c) Very discourteous, disrespectful, and uncouth.

6. *Demanding of Respect.* (a) Coach demands and receives a great

10	9	8	7	6	5	4	3	2	1	0
Excellent		Good		Average		Poor		Very deficient		

(Circle only one number for each trait listed)

JOHN FRIEDRICH has had experience in coaching at both high school and college levels. During the five years Friedrich has been at Michigan State he has assisted in various sports as well as being head tennis coach for several years. We feel that there is a great deal of merit in Friedrich's plan of evaluation.

deal of respect from players at all times. (b) Receives about average respect. (c) Receives little or no respect.

7. *Efficiency.* (a) Coach makes excellent use of time, material, and equipment at all times. (b) About average in making use of time, etc. (c) Very inefficient.

8. *Emotional Control.* (a) Well able to control his feelings at all times. (b) Average ability to control his feelings. (c) Loses temper easily, gets upset easily, flies off the handle much of the time.

9. *Friendliness.* (a) Friendly and likable at all times. (b) Friendly about an average amount of the time. (c) Never friendly or likable.

10. *Industriousness.* (a) A very hard worker, always on the job and doing his best. (b) Works hard and does his best about an average amount of the time. (c) Never does work, neglects duties and responsibilities.

11. *Initiative.* (a) Has a great deal of drive and vigor at all times. (b) Often has an average amount of drive. (c) Little or no drive.

12. *Judgment.* (a) Excellent judgment used at all times. (b) About average judgment ability. (c) Little or no judgment ability at all.

13. *Originality.* (a) Has many new and original ideas and suggestions. (b) Has an average amount of original ideas. (c) No new or original ideas at all.

14. *Physical Appearance.* (a) Always well-dressed and neat appearing. (b) About average in appearance. (c) Very slovenly and untidy in appearance at all times.

15. *Pride in Work.* (a) Takes great pride in doing his work well and accomplishing his job. (b) Average pride in his work. (c) No pride in his work.

16. *Reasonableness.* (a) Very reasonable and understanding at all times. (b) Reasonable average amount of the time. (c) Complete unreasonableness in demands and attitude always.

17. *Sense of Humor.* (a) Excellent sense of humor at all times. Witty and



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able to joke about many things. (b) Average sense of humor. (c) No sense of humor. Very serious and cynical.

18. *Self-Confidence.* (a) Very confident of what he can do. (b) Average confidence. (c) No confidence in himself.

19. *Sympathy.* (a) Very sympathetic at all times. (b) Shows average amount of sympathy. (c) Hard-hearted. Shows no mercy or sympathy.

20. *Unselfishness.* (a) Very unselfish. Always thinking of the welfare of others. (b) Unselfish to an average degree. (c) Extremely selfish. Thinks only of himself.

21. *Voice.* Coach's speaking skill concentrates my attention very well. (b) Speech about average in effectiveness. (c) Speech is ineffective and distracting, making concentration difficult.

In what ways do you think the coach could improve himself personally so that he could do a more effective job of coaching?

Coaching Skills and Techniques

1. *Ability to Teach Fundamentals.*

(a) Does an excellent job of teaching. (b) Does an average job. (c) Very in-

ferior.

2. *Ability to Demonstrate Skills for Most Effective Learning.* (a) Demonstrations very clear and instructive. (b) Average demonstrations. (c) Very inferior.

3. *Ability to See and Analyze Players' Mistakes.* (a) Sees practically all mistakes and knows how to correct them. (b) Sees and corrects about half the mistakes. (c) Sees no mistakes and corrects none.

4. *Ability to Correct Mistakes.* (a) Excellent. (b) Average. (c) Very inferior.

5. *Ability to Get the Best Out of Players.* (a) Able to get all players to do their best at all times. (b) Able to get half of the players to do their best about half the time. (c) Never able to get any players to do their best.

6. *Ability to Work Democratically With Players.* (a) Very democratic. Group makes decisions whenever possible and carries them out. (b) Uses about half and half autocratic and democratic methods. (c) Completely autocratic.

7. *Ability to Explain Things to Players.* (a) Explanations very clear and concise. (b) Average explanations. (c) Explains things very poorly.

8. *Ability to Stimulate Good Sportsmanship.* (a) Excellent. (b) Average. (c) Very inferior.

9. *Ability to Develop Good Team Spirit.* (a) Excellent. (b) Average. (c) Very poor.

10. *Ability to Develop Leadership in Players.* (a) Develops a great deal of leadership. (b) Develops an average amount of leadership. (c) Develops no leadership.

11. *Ability to Make Players Feel They Belong.* (a) Players all have a strong feeling of belonging to the team. (b) Players have an average feeling of belonging. (c) Many players feel left out and rejected.

12. *Ability to Make Players Feel Important.* (a) Able to give practically all players a sense of importance. (b) Gives some of the players some sense of importance. (c) Gives no player a proper sense of importance. Never praises — always criticizes.

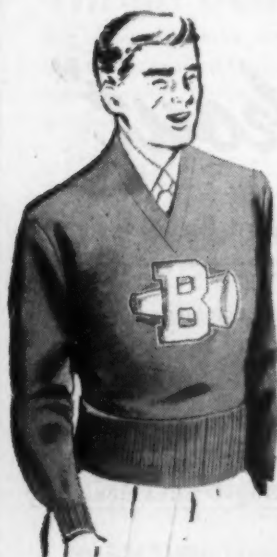
13. *Ability to Provide and Maintain Equipment.* (a) Has excellent equipment and keeps it in excellent shape. (b) Has average equipment and keeps it in average shape. (c) Poor equipment — poorly kept up.

14. *Ability to Instill Self-Confidence.* (a) Gives players a great deal of confidence in themselves. (b) Gives players an average amount of self-confidence. (c) Gives players no self-confidence.

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15. *Ability to Instill Determination.* (a) Makes players very determined to do well. (b) Gives players average determination. (c) Gives players no feeling of determination.

16. *Ability to Maintain Discipline.* (a) Always has the situation well under control in a friendly manner. (b) Average amount of control of the group. (c) Has no control of the group.

17. *Ability to Keep Players Interested.* (a) Interest always at a high level. (b) Maintains an average amount of interest. (c) Players uninterested and bored.

18. *Ability to Evaluate Different Types of Play.* (a) Understands and knows how to use many systems. (b) Average understanding and knowledge. (c) Very deficient.

19. *Tries to Help Players Develop Values and Morals.* (a) Tries to develop high ideals in the players. (b) Develops average ideals and values. (c) Develops low and poor ideals and values.

20. *Helps With Personal Problems.* (a) Helps a great deal with the personal problems of players. (b) Gives average help to players with problems.

(c) Gives no help with personal problems.

21. *Skill in Judging Ability of Players.* (a) Judges ability of the players very well. (b) Average. (c) Very inferior.

22. *Gives Players Personal Attention.* (a) Gives special attention to individual players very often. (b) Gives average personal attention. (c) Gives no personal attention.

23. *Guards Physical Welfare of Players.* (a) Gives excellent care to injuries. (b) Gives average attention to injuries of players. (c) Does not even consider the welfare of the players — neglects injuries, etc.

24. *Accepts Suggestions and Constructive Criticisms.* (a) Very recep-

tive and open to suggestions. (b) Accepts average amount of suggestions. (c) Will not accept any suggestions — rejects them.

In what ways could the coach improve his coaching skills so that he could do a more effective job of coaching? Some of the things I dislike about the coach are:

Some of the things I like about the coach are:

In general, I think the coach has done his job (a) Excellently _____
(b) Good _____
(c) Average _____
(d) Poorly _____

List below any other comments you may have:

Infield Defense

(Continued from page 13)

Infielders should be trained to master the fundamentals of their own position before moving along to team play. When each individual infielder knows his own position defensively, then, and only then, is it possible to have a strong defensive infield.

When infielders have weaknesses, these same fielding weaknesses show up as team defects which in turn lessen the confidence and dependability that should prevail between infielders. A strong chain of infielders cannot have a weak infield link.



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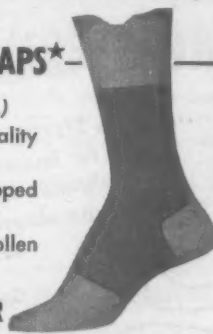
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Track in the High Schools

(Continued from Page 27)

squeeze into the "top ten."

Pacific States Lead

Each year, in the analysis of the meet, we have included a breakdown of the country into nine sections and averaged the number of points on a state basis. The sectional averages are as follows: Pacific (37.6); Middle Atlantic (22.0); West South Central States, Arkansas, Louisiana, Oklahoma, and Texas (18.7); East North Central (15.2); New England (4.0); West North Central (3.1); Mountain States (2.5); South Atlantic States (0.6); and the East South Central States, Kentucky, Tennessee, Alabama, and Mississippi failed to score.

Any attempt to compare one state against another, or one section against another, must be done over a period of several years, in order to compensate for a year of unfavorable weather. In an effort to see whether track performances are improving, we compared the sectional averages for the first two years of this meet, 1947 and 1948, against the sectional averages of this year and last year's meets.

The Pacific Coast improved from 30.1 to 35.2. The Middle Atlantic States of New York, New Jersey, and Pennsylvania showed the biggest improvement, going from 13.3 to 19.9. The West South Central States likewise showed a noticeable improvement from a 14.2 average to a 17.5 average. The Mountain States improved from 2.7 to 3.0, and the East South Central States from 1.1 to 1.8. The remaining sections showed a drop, with the decline being the greatest in the East North Central States, dropping as they did from 25.8 to 15.9. The West North Central States dropped from 8.5 to 7.8, while the drop in New England was only from 3.3 to 2.9, and in the South Atlantic States from 1.1 to .7.

Another feature of this annual analysis of the meet is a study of the average times or distances. This year's figure is compared with last year's and with the previous five year average. The 180-yard low hurdles are not compared because only recently has this distance become the generally accepted distance for the low hurdle event.

Event	Five Year Average	1951	1952
High Hurdles	15.32	15.28	15.30
100-yard Dash	10.20	10.12	10.20
Mile Run	4:39.01	4:38.88	4:37.54
880 Relay	1:33.65	1:33.78	1:33.89
440-Yard Run	52.15	51.55	51.59
880-Yard Run	2:02.1	2:04.0	2:00
220-Yard Dash	22.56	22.36	22.52
Pole Vault	11-5½	11-5	11-7
Shot Put	48-5	50-3	51-2
High Jump	5-8½	5-10	6-0
Discus	140-4½	145-6	143-2
Broad Jump	21-4¾	21-5	21-6

From the above table, it will be noted that all of the field events, except the discus, have shown a steady improvement. Among the running events, the mile run likewise shows a steady improvement. Conversely, the 880 relay had declined steadily.

Lastly, accompanying the meet, it has been our pleasure to print the Official High School Honor Roll, as compiled for the National Federation. There are 125 names on the honor roll, and 64 or better than half are from California. For the last several years California has dominated one of the events. This year it was the 880 relay, with all six entries being from California. Last year nine of the ten listings in the high jump were from California schools. The previous year showed six of the seven listings in the pole vault as being from California.

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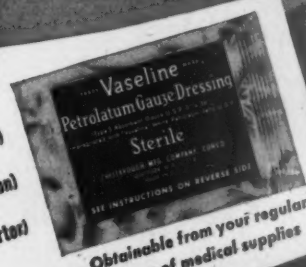


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Pass Variations

(Continued from page 16)

passes to O5, cutting to the sideline. O2 cuts over O1 when O5 receives the ball. Then O5 passes back to O4, cuts over O1 at the key, and holds with O1. When O5 gets to the key, O3 fakes to the basket and cuts out over the gate to receive the pass from O4. Then O3 shoots.

In the forward gate play, which is shown in Diagram 8, O3 passes to O1 and cuts to the diagonal corner. O4 cuts to the original O3 position to receive a pass from O1. O1 cuts to the key after the pass. Then O4 passes to O5, cutting to the sideline. O4 cuts into a deep key and holds. O5 passes to O2, cutting over O1 at the free throw line, and then cuts to the key alongside O4. O3 fakes out after O2 receives the pass, and then cuts behind the gate to receive the pass from O2. Then O3 shoots.

Diagram 9 shows the guard variation play. This play merely has the guards and forwards change positions so that the guards will play as forwards and the forwards as guards. Then any of the preceding plays may be used.

In the back pass, which is shown in Diagram 10, O3 cuts in to the base line. O4 has possession of the ball directly in front of the basket. Then O1 cuts straight for O4 to receive a pass. O4 cuts behind O1 and receives the back pass. O1 cuts to the key after passing to O4, and O2 cuts over O1, after O1 stops at the key. As soon as O2 cuts over O4 at the key, O5 fakes back, and then cuts over O1 at the key to receive a pass from O4. O5 may shoot or start the play over by passing to the player cutting out from the original O1 position. When O4 passes to O5 in the original O4 position, he cuts to the original O5 position. When O5 receives the ball, O1 cuts to the original O2 position, and O2 cuts to the original O1 position. On the pass-off pass to O5 coming out to the O4 position, the play starts over if O5 does not shoot. On the pass from O5 to the player cutting out from the O1 position, the play starts over. The player who receives the ball on the O1 cut always makes the back pass. O4 and O5 rotate the two positions and are the team's best floor shots. O3, O2, and O1 rotate these three positions.

Diagram 11 shows the back door screen play. In this play O4 passes

to O2. After the pass, O4 cuts to the base line. When O2 receives the pass, O5 cuts out to receive a pass from O2. O2 holds, and when O5 receives the pass, O3 cuts to the diagonal corner, and O1 cuts out to the original O3 position to receive a pass from O5. O5 fakes to cut over his guard and then cuts behind him to the key. O2 fakes behind his guard and cuts over O5 for the scoring pass. O1 passes to O2 or passes off to O4 who cuts back to his original position when O2 cuts over O5 at the key. O4 may shoot the medium shot or start the play over. On the pass-off pass to O4 there are players in the original positions. O1 is O3, O2 is O1, and O3 is O2. O5 is always O5; and O4 is always O4. O3, O2, and O1 rotate their positions.

In the center cut play, which is shown in Diagram 12, O4 passes to O2 and cuts to the base line. O2 passes to O5, cutting out. When O5 receives the pass, O3 cuts to the key and holds. O1 cuts out to receive the pass from O5. O5 fakes a back door cut and then cuts over his guard for a pass from O1. O1 may pass to O5 or to O2 who cuts over O3 after O5 cuts by, or he may throw the pass-off pass to O4 who cuts out to his original position as soon as O2 cuts over O3 at the key. On the pass to O4, the

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play starts over. O4 and O5 are always O4 and O5; O3, O2, and O1 rotate their positions.

The guard fake is shown in Diagram 13. O3 passes to O1, cuts fast to the key and then back to the edge of the circle to receive a return pass from O1. O1 passes and back door cuts his guard to the diagonal corner. Then O3 fakes a shot and tries to dribble by his guard for a shot. If O3 stops his dribble, O2 cuts over O5 for a shot or the pass-off pass.

Diagram 14 shows the guard pivot play. O4 passes to O2 and cuts to the key. Then O5 cuts to the corner on the pass to O2. O2 dribbles out and passes to O5 in the corner. O5

passes to O4 in the key. O5 cuts first and O2 second. If the defensive guard of O3 sinks too much, O3 should cut in to the base line when O4 passes to O2. The pass-off would be to O1. O4 passes either to O2 or O5, shoots or passes off. O5 would pass off or shoot. O2 would always shoot if he received the pass.

The center screen play is shown in Diagram 15. O4 passes to O2 and cuts to the base line. O3 fakes behind his guard and cuts across the outer circle to receive a pass from O2. O3 fakes a shot and O5 screens. Then O3 dribbles by O5. As soon as O3 is even with O5, O5 cuts for a possible pass from O3. If the defense shifts, O3

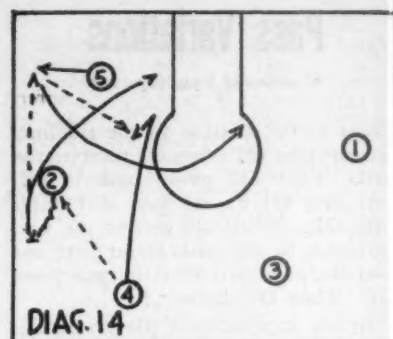


Diagram 14

passes off to O1. In the guard screen play, which is shown in Diagram 16, O3 passes to O1. O1 passes back to O3 and cuts to the left of the basket. Then O5 cuts out to the sideline. O4 cuts in on a pass to O1 and out to the edge of the circle to receive a pass from O3. O3 screens for O4. Then O4 fakes a shot and dribbles by O3. O3 cuts for the basket when O4 gets even with him. Then O4 passes to O3 on a de-

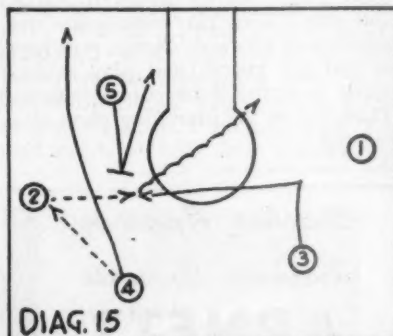


Diagram 15

fensive shift, and O3 passes off to O1. Diagram 17 shows the four-man dribble play. O3 passes to O4 and screens. Then O4 fakes a shot and dribbles by O3. O3 cuts to the basket when O4 gets even with him. O4 may dribble in and shoot. If the defense shifts, O4 may pass to O3. If O3 stops his dribble, O2 cuts to the edge of the circle for the pass-off pass. When the dribbler passes off he screens. The original screener cuts

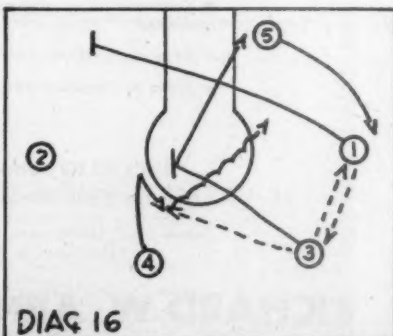
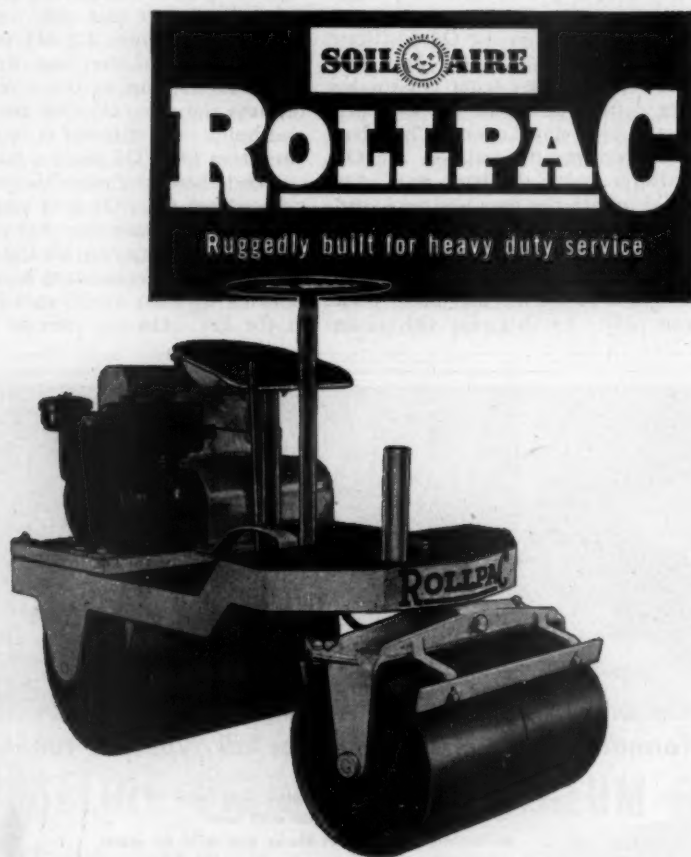


Diagram 16

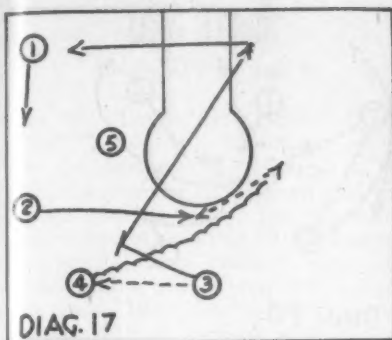


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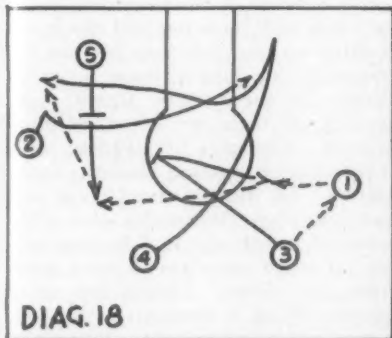
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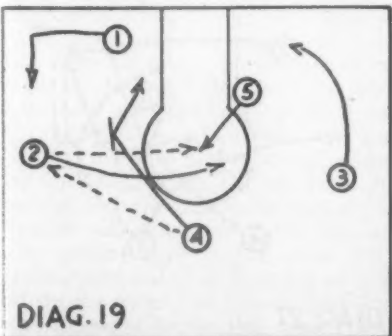


to the O1 corner, and O1 cuts to the sideline, O2. The dribbler always screens when he passes off, and the screener always cuts to the corner. O5 cuts from the key to the edge of the circle on the dribble, and he cuts back to the key on the pass off.

The combination play is shown in Diagram 18. O3 passes to O1 and cuts diagonally behind O4. O4 cuts over O3. O1 may pass to O4 if he is open. After O4 cuts by O3, O3 cuts



out to receive the pass from O1. When O3 receives the pass, O5 cuts out fast and holds. O2 fakes to go behind his guard and cuts over O5. O3 may pass to O2 if he is open. As soon as O2 cuts over O5, O5 cuts out to receive a pass from O3. When O5 receives the pass, O4 cuts over O2 for a pass in the key. If O4 is not open at the key, he cuts to the sideline for the pass-off pass. O4 dribbles out and the combination starts over.



In Diagram 19, O4, who is in the middle of the floor, passes to O2. O4 screens O2. When O2 receives the pass, O1 cuts to the corner. O5 cuts out to receive the pass from O2. O3 blind pigs or back door cuts his guard the moment O5 catches the pass. O2 cuts over O4, and O5 cuts for the basket when O2 gets even with him. O5 passes to O3 first, O4 second, and off to O2. O2 may shoot or dribble to the original O3 position to start the combination again. O5 is always O5; O4, O1, and O2 rotate their positions.

Diagram 20 shows the double pivot play. O4 passes to O2 and cuts behind. Then O3 fakes behind his

guard and cuts over to receive a pass from O2. O3 fakes a shot, and O1 screens his guard. Then O3 passes to O5, cutting out. O3 cuts over O1 and O5. O1 cuts for the basket the moment O3 gets even with him. O5 feeds O1, or O3, or he may pass off to O4, cutting back.

The reverse cut play is shown in Diagram 21. O3 passes to O1, cuts diagonally behind O4, and hesitates. O1 passes to O2, cutting to the corner. O4 cuts over O3 when O2 receives the pass. O2 may pass to O4, but he passes back to O1 who holds position. O2 screens for O1. When O1 receives the pass, O4 cuts to the corner. O1 passes to O5 at the key and reverse

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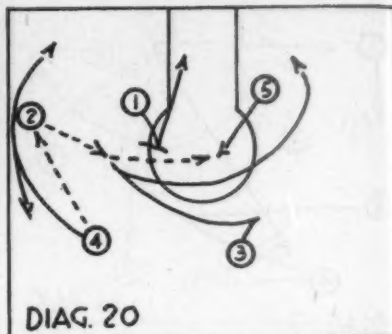
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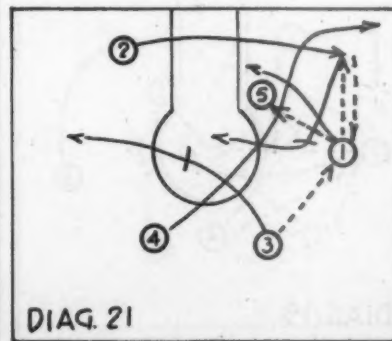


DIAG. 20

cuts behind O2. After O1 gets even with O2, O2 cuts over O5. O5 may pass to O1 or O2. O2 may shoot or pass off to O3 on the opposite side-line.

We have described twenty-one plays. However, we could have described a hundred. There are four basic plays, but the variation of movement to effect them or combinations of them is infinite. Most of the plays start with a three-in and two-out setup, but a great number of combinations could be made with three out and two in, or a three on one side and two on the opposite side arrangement, or with breaks in the various figure eight weaves, or with any of the dribble weaves. The large list of plays poses a problem of selection, but it is easily solved. An inexperienced team uses just one play. When this play is ineffective, a new play may be substituted. A more experienced team alternates two moves. Signals are never given. When a situation is stopped, a new one is substituted. A superior team may use a fake, gate, or specialty play the first time it operates a slow break pattern. If the boys are forced to pass off, the pass-off pass starts a basic continuity play.

A great many teams are handicapped because they have a limited number of plays. When the going gets tough, and their free play and limited repertoire are stopped, they flounder. Variation and selection wins many games.



DIAG. 21

USC Track

(Continued from page 9)

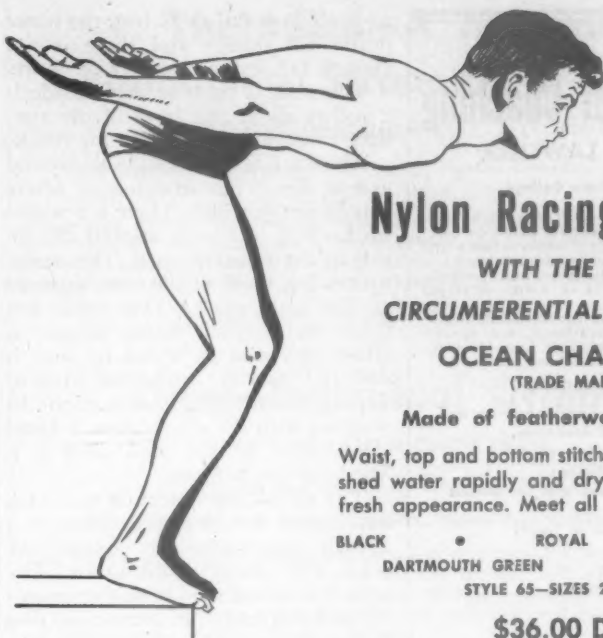
clay and 10 per cent sandy silt or sand. Two inches of a mixture of 65 per cent bituminous coal cinders, 15 per cent screened decomposed granite, 15 per cent clay and 5 per cent sand makes a total depth of 19 1/4 inches.

The 3/4 inch crushed rock was rolled with a 1500 pound roller, then the Palco Wool was rolled to press it flat. The 1 inch of washed pea gravel was rolled on the Palco Wool. The reason for the difference in mixture in the top three layers is that we found it would take 6 inches to hold the Palco Wool down so the top 2 inch layer would not creep or roll up when rolled with a heavy roller. Each of the three top 2 inch layers was put on and rolled separately for the reason stated above.

We arrived at the final mixture by experimenting with different types to see just how much clay and decomposed granite it would take to bind the cinders together and still allow proper drainage and a solid running surface without having it get too hard. The decomposed granite makes a fine binder and the clay serves to keep the surface from cutting up when spikes are used.

After using the track for one season it was found that the surface on the straightaway where the hurdlers work out was not quite firm enough. The hurdlers feel that they need a little firmer surface to keep the track from pulling out when they are going over the hurdles so we are adding a bit more clay and decomposed granite down the straightaway. This will make a mixture of approximately 60 per cent bituminous cinders, 20 per cent screened decomposed granite, and 20 per cent clay.

Most running tracks are constructed around the football field where all water actually drains off the field onto the track. This is a very common fault and should be avoided if the running track is to have proper drainage. In addition to the underground pipe drainage in our track, we have six large drainage basins placed at intervals around the field between the track and the football field. These basins are lower than the track and field. To insure proper drainage and runoff we have a 2 inch fall from the outside to the inside of the track. There are two inch holes through the cement curb at the track level around the inside of the track so that all excess water can run off and into the drainage basins. We found that



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with a 2 inch fall in 24 feet, the water drains off readily and there is not enough fall for the runners to notice.

The cement curb on the outside is 2 inches above the level of the running track and 4 inches on the inside.

The track is 24 feet wide all around except down the straightaway where it is 30 feet in width. There is a warm-up track 5 feet wide around the inside of the running track. The warm-up track is made of the same mixture as the main track. This track was found to be very useful because it allows the men to warm up and it does not interfere with time trials or any of the other men who might be working with the watch. Also, it keeps all runners off the track after it is lined up for a meet.

The sprinkling system on our track has worked out very well. There is a 1 inch pipe completely around the track both outside and inside. The pipe is fastened on top of the cement curb and arranged in sections so that it can be turned at different angles. There are small spray outlets in the pipe which are spaced at 6 inch intervals. One-fourth of the track can be sprinkled at one time. The entire track can be sprinkled evenly in one hour.

Memorial Field House

(Continued from page 22)

brought about through the efforts and co-operation of the school administrators, school board, town and townspeople, and the students.

What was formerly garden, orchard, and vineyard has been turned into an excellent athletic plant through private land and money donations, school purchases, student subscriptions and donations, and city council purchases.

The present athletic field was started in 1916-17 with the purchase and donation of property to develop football and baseball areas. At that time locker space was needed for about 20 boys. To furnish this space, temporary quarters were set up in the basement of the Hartman School which has a rear entrance opening onto the field. Space was taken from the teachers and students of the grade school, but they were promised it would only be temporary. These temporary quarters were used through April 23, 1951. When they were vacated, some 100 boys were quartered in a room smaller than a classroom. This room also included lockers and an equipment cage.

As school enrollment and athletic participation grew, our facilities except locker rooms grew likewise. The

field area was enlarged in 1929-30 and again in 1936. Tennis courts and a fence with ticket gates were also added.

In 1941, eight 80 foot steel light poles mounting 130-1500 watt bulbs were installed. This installation permitted night football and softball. In 1948, two additional 80 foot steel poles mounting an additional 30-1500 watt lights were added. The installation of the additional poles made night baseball possible. The cost of this system was shared equally by the city and school board.

With each expansion of the field facilities, field house plans were discussed. However, it was not until 1945 that tangible plans were made.

Richard Dean Arkins, a former South Haven High School athlete, lost his life in World War II while serving his country as a navy fighter pilot. His parents, Mr. and Mrs. Harry F. Arkins, contributed \$8,000 to a field house fund in his memory. An immediate and intensive study was made of surrounding structures and plans. Definite plans were made to begin construction when the facilities best suited were found. Thus it was that construction began in the spring of 1950 on the Arkins Field House.

This building has now been in use for almost two years. It adds efficiency and dignity to the athletic program, and provides an incentive for the boys to succeed. The first team to use the new field house in 1951 dedicated it properly by winning the conference baseball championship.

The building is a two story structure of cinder block construction, faced with brick and Indiana limestone. Not only is it functional, but its beauty suggests a building other than a field house. On the main floor there is a first aid room 13 feet by 15 feet, adequately equipped with cupboards, sink, and training equipment, and a coaches' room 19 feet by 13 feet. The varsity dressing room, 17 feet by 49 feet, is equipped so that more than 40 boys can dress comfortably. This room also contains an area at one end for equipment storage and a whirlpool bath. Off this room is an eight head shower room with push button showers which are timed to run one minute. The temperature of the water is pre-determined. Between the shower room and dressing room is a towel room so that all of the boys are dry when they re-enter the dressing area. Adequate lavatory facilities are also provided.

The main equipment room and laundry are also on the main floor. The equipment room is 18 feet by 12

DALE PATTERSON graduated from Western Michigan College in 1941 and since then has coached at Coopersville and South Haven, Michigan, High Schools. In ten years he has had three championship teams in football, two in basketball, and five in baseball. In addition to serving as athletic director, he manages the affairs of the new field house which he discusses in this article.

feet, and has work counters on each side with ten interchangeable storage bins underneath. On one side above the counter are 52 compartments which are used for helmet storage and towel storage. There is also an equipment window opening into the towel room through which laundered equipment is issued. This equipment is kept in especially designed bins for easy dispensing. To the rear of the towel room is the laundry which is 10 feet by 12 feet, and it contains a wash counter, double rinse tubs, double tub washer, and an electric drier.

On the second floor there is a larger reserve squad room 29 feet by 32 feet, a rack and equipment storage cage 13 feet by 16 feet, and a 10 head shower room. The shower room accommodates 60 boys comfortably. In addition, there is a visiting team room which is 23 feet by 25 feet. During the summer the visiting team room is used by the Recreation Department.

Other special features of the field house include germicidal lamps throughout. The ventilation system changes the air completely every 30 seconds, preventing odors. There are also large steam exhaust fans in the shower room so that moisture cannot get into the equipment and cause damage.

We designed the racks which are used instead of lockers. Numerous types were designed and scale models were made before we decided on the one we wanted. From the scale model the Wood Shop Department made the final article. The racks are so designed that full football equipment for 10 boys can be hung on each one. There is a steel support for a helmet, wooden shoulder for shoulder pads, and separate hooks and hangers for each item. No two items have to be hung over each other so thorough drying is assured. These racks coupled with the ventilation system means that every boy has a dry piece of equipment to put on every night. We have

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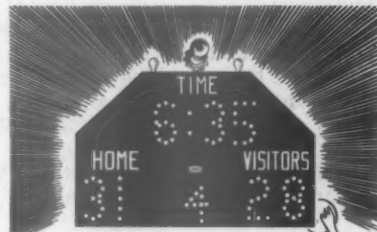
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THIS is just about the neatest carrying bag to come on the market in a long time. Called the Model T-200 Team Bag it is 15 inches in diameter and 25 inches long, and will carry a complete football uniform. It is made of vylan duck which is mildew and waterproof, and is washable inside and out. The bag has a leather name holder for individual identification, and the bag itself can be stenciled. Can-Pro Corporation, Fond du Lac, Wisc.

DEVELOPED through the efforts of research experts and boxers, these new "Safe-T" gloves combine the use of animal hair and horse mane with latex foam rubber. In exhaustive tests these gloves proved that facial cuts could be reduced to a minimum, and injuries to the fighters' hands eliminated completely. When knockouts were scored by these gloves, the recovery time was noticed to be considerably quicker. The gloves proved extremely durable and retained their original shape after many rounds. Wilson Sporting Goods Co., 2037 N. Campbell, Chicago 47, Ill.



14 of these racks all mounted on 4 inch rubber tired roller bearing casters for easy rolling.

The storage bins were made in our Metal Shop Department. They consist of angle iron frame work with sides and bottoms of heavy gauge wire mesh. The wire mesh permits complete ventilation and visual identification as to contents. These bins are also interchangeable and are mounted on casters.

The interiors of the locker and shower room are cinder block construction covered with a cement enamel finish. This finish is similar to tile but lacks the mortar joints so it cannot loosen or chip. It can be washed or scrubbed down with a minimum of effort.

Currently under design and construction are various taping benches and training tables. Additional shelves and cupboard space will be added as soon as they are necessary.

Another innovation is a coaching bell. This is a large electric bell mounted on the chimney. The coach leaves a schedule of his practice with the manager of the equipment room. At the required time the equipment room manager flips a switch, the bell rings, and the drills are changed according to schedule.

With our own laundry setup we are able to give the boys the best in clean and healthful equipment. Each boy pays a \$2.00 equipment rental fee for which we furnish everything including T shirts, supporters, and two pair of socks per night. To get clean items the soiled ones must be turned in. If the boys are missing an item they are charged a small fee such as 20 cents for a pair of socks or a supporter. This revenue, plus the rental fee, is used to replace equipment, purchase soap, disinfectants, and marking equipment.

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Pictures in Coaching

(Continued from page 20)

our readers desired in the way of pictures we queried a segment of them. The sampling convinced us of two things: first, the pictures should illustrate points discussed in the article; second, pictures in the form of events should be the basis for a critical analysis of the form used by some of the better performers. These are the two policies we have followed in presenting both our feature articles and our analysis of form. In regard to the latter, we have felt that by studying the form of several performers the points of agreement and divergence would be shown clearly. For the analysis of form we did not attempt to do it ourselves, but went to recognized authorities in the event or sport in question. For example, the 261 track and field pictures this past year were analyzed by such authorities as Cornelius Warmerdam, Tom Deckard, Frank Hill, Frank Anderson, Elvin Drake, Fred Tootell, and Jess Mortensen.

We added one more basic policy to those outlined above and that is the pictures, if they are going to accompany our articles, should portray the athletes of the coach writing the article. With our policy of being national in our editorial content as well as our circulation this meant that we would have to travel extensively to get the pictures we wanted. In the past two and one-half years our camera has journeyed to New York, New Jersey, and Maryland in the East; Louisiana, Kentucky, and twice to Texas in the South; California in the West; and to Wisconsin, Iowa, Minnesota, Michigan, and Ohio in the Midwest one or more times.

The entire picture process from taking the pictures to the finished engraving is a costly process. Yet, our number of progressive pictures increased considerably over the preceding year, while other publications in the field were decreasing the number of progressive pictures carried. In the year 1951 we carried 616 progressive pictures, and this past year 764 progressive pictures. This compares to the 328 sequence pictures carried this past year in the next coaching magazine.

Obviously, with 764 pictures, and following our policy of including the pictures as part of the article itself, we are unable to place them on alternate pages in order that the pages may be used on bulletin boards. We hope some day to be able to distribute reprints once again for bulletin boards. At the present time the high cost of printing and paper would force us to place a price on the reprints which would be out of proportion to their value. The next best thing is to send tear sheets of the pictures to those who request them. We will send these free of charge.

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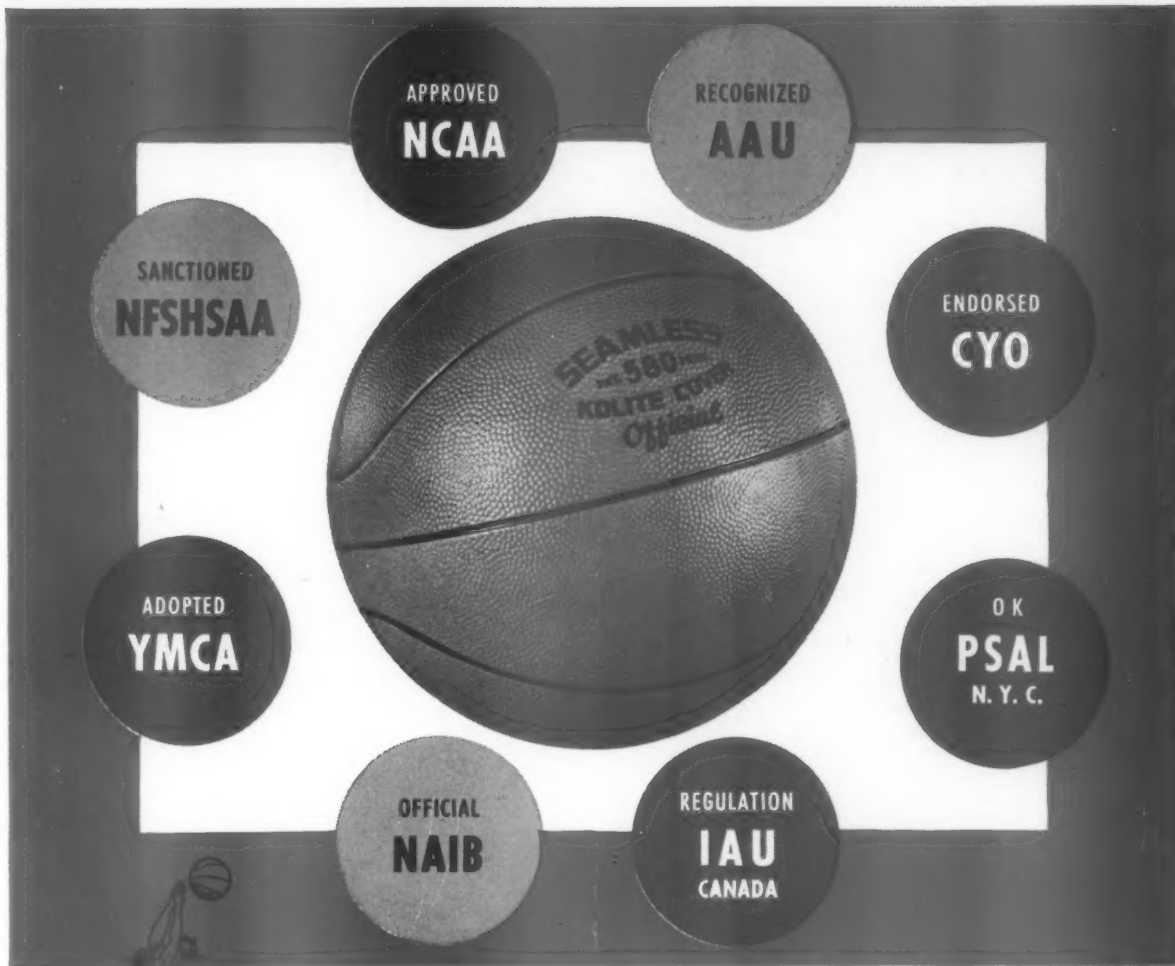
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construction, including KOLITE COVER—tougher than ordinary rubber, waterproof, scuff-proof. 100% NYLON WOUND CONSTRUCTION—multiple layers give ball greater life. Will not tear! BUTYL BLADDER—practically eliminates need for reinflation.

Reason Why #5—Praised by players, coaches, referees at recent Yale-Springfield Game, New York-New Jersey All-Star Collegiate Game. Many others. A court-proved ball.

Reason Why #6—Leading coaches and athletic directors acclaim economy of

580... "Saved roughly \$325 during the last two seasons with the Seamless Kolite 580"... "We're using a 580 Basketball in its fifth year". Yes, that's economy.

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Order the money-saving, court-proved Seamless 580 Basketball. Never before was such a fine ball offered AT ANY PRICE.

*Approved for play by mutual agreement of participating coaches.

ATHLETIC GOODS DIVISION
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THANK YOU

Before saying our final good-bye to the old year, we at IVORY SYSTEM want to express our appreciation to the thousands of coaches and athletic directors whose continued confidence helped to make 1952 the biggest year in IVORY SYSTEM history.

★ ★ ★

As we look ahead to 1953,
we pledge ourselves to justify your trust by doing an ever-better job, and keeping the IVORY SYSTEM *first*
...as always.



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